

SHARING: A CHALLENGE FOR ALL



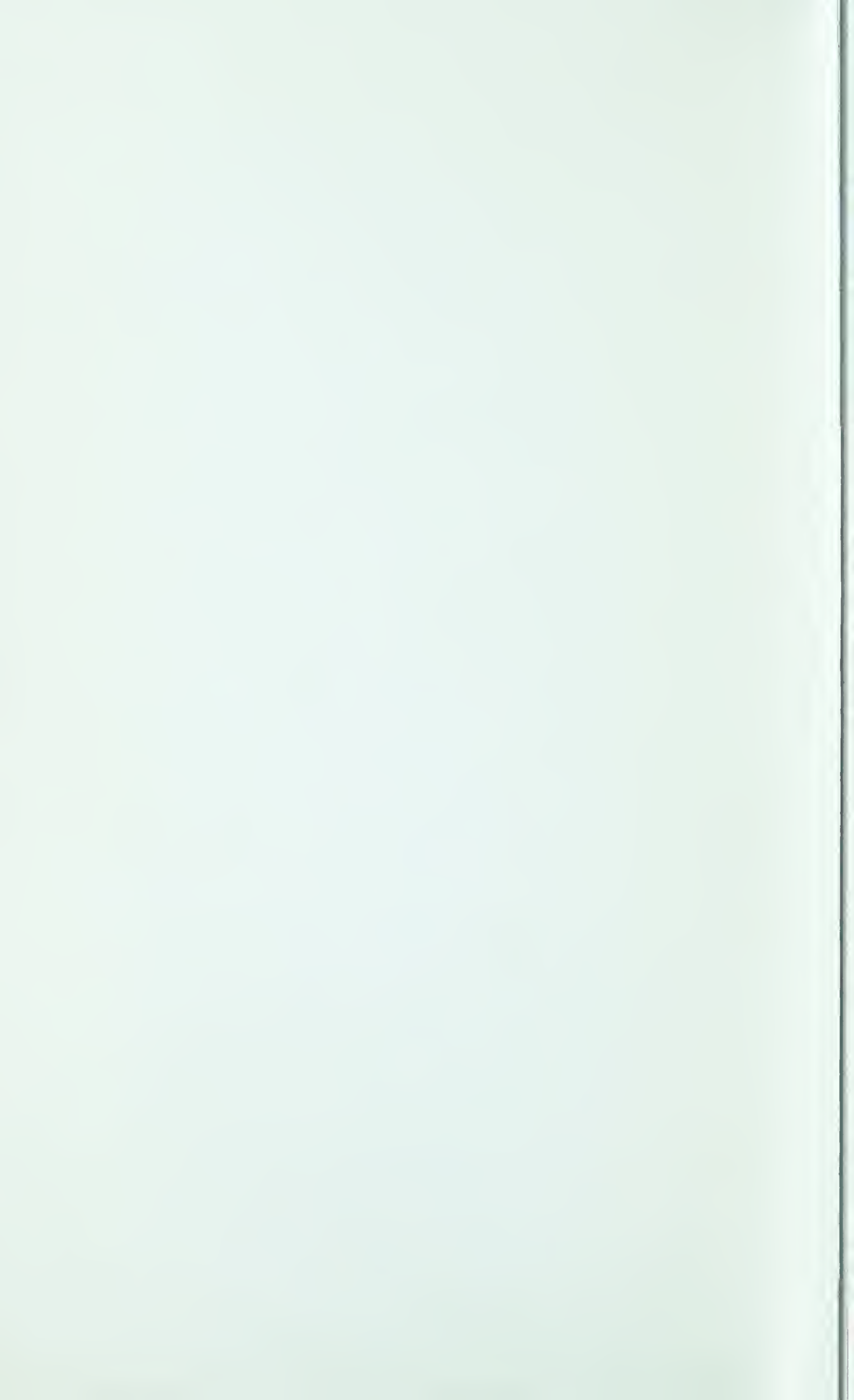
Eleventh Annual Conference Proceedings

AUGUST 1-6, 1982

Red Deer, Alberta

Canada

INTERNATIONAL ASSOCIATION OF SCHOOL LIBRARIANSHIP



SHARING: A CHALLENGE FOR ALL

Proceedings of the Eleventh Annual Conference

International Association of School Librarianship

IASL Conference (Canada '82)

August 1 - 6, 1982

RED DEER, Alberta

Canada

Compiled and edited by John G. Wright, Chairman

International Association of School Librarianship
School of Librarianship, Western Michigan University,
Kalamazoo, MI 49001, U.S.A.



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PREFACE

Assembling the proceedings of any conference poses many problems to which the IASL Conference (Canada '82) proved to be no exception. In addition to rising costs of publishing and mailing, many of the papers were not "camera ready" for duplication, and editing (as little as possible) was necessary to achieve consistent format. Papers were not received from all presenters, and for those who relied upon audiovisual media to communicate their messages, the texts alone did not prove suitable for inclusion; only one paper from the panel presentations was available for publication.

The audiovisual presentations were a special feature of this Conference, and it is regrettable that they cannot be shared retrospectively. Two of these presenters, however, gave videotapes to the Conference Chairman, and these may be dubbed upon request. From England, Peter Garland's videotape on "Study skills: finding information" may be made available at a cost of \$25.00 in Canadian funds, and the special production of The File of Fraulein Berg, based on the novel by Joan Lindgard, presented (and scripted) by Anne Taylor from Northern Ireland, is also available at a cost of \$75.00 in Canadian funds. Those who saw Anne's videotape will be delighted to know that it subsequently won first prize in an educational television competition in England.

Two presentations were made in French for which translations were distributed at the Conference. The translations are included in these Proceedings, and the assistance of Jennifer Brundin, Sylvia Landry, and Shirley Wright is gratefully acknowledged. My graduate assistants, Rita Kleinfelder and Faye Hutchinson, also helped me with general proofreading.

Permission to reprint any of the papers (with due acknowledgement) should be obtained from the Executive Secretary of IASL at the School of Librarianship, Western Michigan University, Kalamazoo, Michigan 49001, U.S.A.

John G. Wright, Chairman
IASL Conference (Canada '82)

February 1983

Faculty of Library Science
University of Alberta
Edmonton, Alberta T6G 2J4
Canada

PART ONE: A Conference Overview

1. IASL Conference (Canada '82); a rare opportunity,
by John G. Wright, Chairman
2. Checklist of presenters, committees, and displays
3. The list of registrants

IASL CONFERENCE (CANADA '82): A RARE OPPORTUNITY

John G. Wright, Chairman

The eleventh annual Conference of the International Association of School Librarianship was held in Red Deer College, Red Deer, Alberta during the first week of August this summer. It was the first such Conference to be held in Canada, and it provided a rare opportunity for the school library community, particularly in Western Canada, to gain new perspectives of the role of libraries in education. The invitation to hold the Conference in Canada was extended initially by the Canadian School Library Association and was subsequently endorsed by the Section Scolaire de l'ASTED (the school library section of the national library association of French Canada) and by the Learning Resources Council of the Alberta Teachers' Association. IASL is an affiliate organization of the World Confederation of Organizations of the Teaching Profession (WCOTP), and official greetings on behalf of Norman Goble, formerly Secretary-General of the Canadian Teachers' Federation and recently appointed Secretary-General of WCOTP, were extended by Kevan Rhead, Vice-President of the ATA.

Red Deer College opened its doors to 170 representatives from seventeen countries who participated in over forty presentations and demonstrations, and who browsed over twenty displays from government and professional agencies and associations. The Conference Chairman was John G. Wright from the University of Alberta who was assisted by a national Committee and by local Committees of school library personnel in Edmonton, Red Deer, and Calgary.

The Conference theme "Sharing: A Challenge for All" was applied to many aspects of libraries and librarianship. The theme address given by Frank Hogg, Principal of the College of Librarianship (Wales) stressed the professional and social attitudes that create an environment for sharing. Economic recession, he felt, can be an incentive as well as an obstacle to new ways of organizing and delivering library services.

One group of presentations focussed on the role of children's literature in the process of learning and social development. Three papers dealt with images of Canada in contemporary Canadian literature for children, another addressed issues arising from war literature written for children, and a further one highlighted the use of indigenous African literature in the process of socialization. There were also presentations from representatives of the National Library of Canada, the Canadian Children's Book Centre, Communications Jeunesse, the Canadian Chapter of the International Board on Books for Young People, and from the Internationale Jugendbibliothek (International Children's Library) in Munich.

Another group of presentations dealt with library networking and related aspects of communications technology, including demonstrations from UTLAS (The University of Toronto Library Automation System), from TELIDON (Communications Canada), and from ACCESS (Alberta Educational Communications Corporation). Speakers from Australia and from the United States discussed the growing response of school libraries to regional and multi-type library networking, and a Canadian presentation described a developmental plan under consideration by a large urban school board. Another Canadian presentation demonstrated the use of PRECIS for indexing school library materials.

A number of presentations assessed current school library developments in Nigeria, Ghana, Grenada, Jamaica, Zimbabwe, and Canada, and several others described individual library programs in the United Kingdom and Canada. An intercultural film festival for two evenings involved Anne Wheeler, an award winning Canadian film maker, and Jean-Claude Mahe, a regional representative from the National Film Board of Canada.

Four presentations dealt with research projects concerning bibliography, networking attitudes, the use of statistical data, and district evaluation of school library programs.

An Assembly of Associations heard reports from nineteen school library associations in different parts of the world, and the annual general meeting received reports on the

regional organization of Nordic school library associations, the UNESCO book coupon program (which supports the purchase of materials for school libraries in developing countries), and plans for continued collaboration with UNESCO, IFLA, and WCOTP in promoting school library research and development.

In addition to the program sessions, the Conference representatives attended a number of receptions and a banquet with Jan Truss, a local Alberta teacher and author, as speaker. Dr. Reno Bossetti, Deputy Minister of Education, presented books from the Alberta Heritage Project's western Canada literature series to the delegates. A Country and Western Music Picnic introduced representatives to cattle roping, western music, a barbecue, and genuine Canadian mosquitoes. A four-day post-conference study and sightseeing tour took forty-six representatives to Banff and then to Calgary where the Calgary Board of Education arranged visits to two school libraries and to the district media centre.

The impact of Conferences of this kind is difficult to assess. Representatives were primarily from western bloc countries, although there were no presentations from Latin America where a successful Conference was held in Venezuela in 1979. Contacts have been made in China and in Poland but no representation was possible this year. Those who attend feel the greatest impact is their increased awareness of the world community and its common concerns. Certainly, the personal interaction and discussion of professional concerns in an international context cast new light on many local and even national issues.

The next IASL Conference will be held in Bad Segeberg, West Germany, August 10-15, followed by a study tour ending in Frankfurt. The Conference theme is "The School Library: Centre of Communication." We hope to meet many friends, old and new, in another shared experience.

Distribution of Representatives at IASL (Canada '82)

Canada	103(62%)	France	1
United States	33(19%)	Grenada	1
United Kingdom	8	Hong Kong	1
Australia	3	Israel	1
West Germany	3	Japan	1
Jamaica	3	New Zealand	1
Nigeria	2	Norway	1
Denmark	2	South Africa	1
		Zimbabwe	1

Total: Seventeen countries; 171 representatives

Distribution of Canadian Representatives at IASL (Canada '82)

British Columbia	14(13%)	New Brunswick	1
Alberta	64(59%)	Nova Scotia	2
Saskatchewan	3	Prince Edward	
		Island	0
Manitoba	7	Newfoundland	2
Ontario	10	Northwest	
		Territories	3
Quebec	2		

Total: Nine provinces, and the Territories;
108 representatives

CHECKLIST OF PRESENTERS, COMMITTEES, AND DISPLAYS

Presenters

James Armstrong, see Wolfgang Schimek.

Irene Aubrey, Chief, Children's Literature Service, National Library of Canada, 395 Wellington Street, Ottawa, Ontario, K1A 0N4. Topic: "The role of the National Library in developing awareness of Canadian children's books", Monday, 10:50 a.m./Wednesday, 11:10 a.m.

Patricia Beilke, Associate Professor, Department of Library Science, Ball State University, Muncie, Indiana 47306, U.S.A. Topic: "School library research and information sharing" (A panel presentation), Thursday, 9:00 a.m.

Carolynn Bett, UTLAS, 80 Bloor Street West, Toronto, Ontario, M5S 2V1. Topic: A demonstration of the UTLAS bibliographic utility (Available during group sessions on Monday and Tuesday).

Joan Brewer, Principal Lecturer, School Librarianship, South Australian College of the Arts and Education, Kintore Avenue, Adelaide, South Australia 5000. Topic: "Sharing school library resources: some Australian examples", Wednesday, 10:00 a.m.

Shirley Coulter, Co-ordinator of School Libraries, Nova Scotia Provincial Library, Schools Section, 5242 Spring Garden Road, Halifax, Nova Scotia, B3J 1E8. Topic: Farewell Party (An open presentation for everyone!), Thursday, 7:30 p.m.

Virginia Davis, Director, Children's Book Centre, 229 College Street, 5th floor, Toronto, Ontario, M5T 1R4. Topic: "Promoting children's literature" (A panel presentation), Thursday, 12:10 p.m.

Virginia Dike, Lecturer, Department of Education, University of Nigeria, Nsukka, Nigeria. Topic: "Sharing literature for effective social education: the example of African literature", Tuesday, 9:00 a.m.

David Elaturoti, Media Librarian, Abadina Media Resource Centre, University of Ibadan, Ibadan, Nigeria. Topic: "Sharing among school libraries in Nigeria", Monday, 12:50 p.m./Tuesday, 12:10 p.m.

Christine Emmons, Librarian, Educational Resource Network, Ministry of Education, Domestic Arts Institute, St. George's, Grenada, West Indies. Topic: "Prospects and problems of school libraries in Grenada", Wednesday, 12:10 p.m./Thursday, 11:10 a.m.

Dick Epp, Co-ordinator, Learning Resource Centre, Saskatoon Board of Education, 405 Third Avenue South, Saskatoon, Saskatchewan, S7K 1M7. Topic: "Heads together" (An audiovisual presentation), Tuesday, 11:10 a.m./Tuesday, 12:10 p.m.

Eileen Fizer, Teacher-librarian, Mildred Hall Elementary School, Bag Service 4444, Yellowknife, Northwest Territories, XOE 1H0. Topic: "Library happenings around the Artic Circle in Canada" (An audiovisual presentation), Monday, 12:50 p.m./Wednesday, 11:10 a.m.

Donald Fork, Chairman, Department of Educational Media, Room 417, Ritter Hall Annex, Temple University, Philadelphia, Pennsylvania 19122, U.S.A. and Marina Stock McIsaac, Assistant Professor, Department of Educational Technology, Arizona State University, Tempe, Arizona 85281, U.S.A. Topic: "Regional resource centers in the United States", Tuesday, 11:10 a.m./Wednesday, 1:10 p.m.

Peter Garland, Librarian, Farnham College Library, Morley Road, Farnham, Surrey, GU9 8LU, United Kingdom. Topic: "Using libraries" (An audiovisual presentation), Monday, 10:50 a.m./Wednesday, 12:10 p.m.

René Gélinas, Bibliothécaire, Audiovideothèque, Polyvalente de Lévis, 55 rue des Commandeurs, Lévis, Québec, G6V 6P5. Topic: "Introduction to Canada" (A panel presentation) (Président de la section scolaire de l'Asté), Sunday, 2:30 p.m.

Judy Gray, Library Consultant, Program Resources Group, Calgary Board of Education, 307 55th Avenue S.W., Calgary, Alberta, T2H 0A1, and Yvonne Hodges, Media Specialist, Program Resources Group, Calgary Board of Education. Topic: "When you spend a dollar, what do you get? Calgary school libraries in the eighties", Tuesday, 1:10 p.m./Thursday, 11:10 a.m.

Alfred Gyebi, Assistant Director, School & College Libraries Department, Ghana Library Board, P.O. Box 663, Accra, Ghana. Topic: "School libraries in Ghana; problems and prospects", Monday, 10:50 a.m./Wednesday, 1:10 p.m.

Ken Haycock, Co-ordinator of Library Services, Vancouver Public School Board, 1595 West Tenth Avenue, Vancouver, British Columbia, V6J 1Z8. Topic: "Resource sharing: the Vancouver School Board's developmental approach", Wednesday, 9:00 a.m.

Alan Heath, Librarian-teacher, American School in London, 218 Loudon Road, St. John's Wood, London, NW8 ONP, United Kingdom. Topic: "Information sharing: educating for life", Tuesday, 1:10 p.m./Thursday, 1:10 p.m.

Jeanne Henry, Lecturer, Faculty of Library Science, University of Alberta, Edmonton, Alberta, T6G 2J4. Topic: "Images of Canada in Inuit and Indian literature for children", Tuesday, 12:10 p.m./Wednesday, 11:10 a.m.

Yvonne Hodges, See Judy Gray.

Frank Hogg, Principal, College of Librarianship (Wales), Llanbadarn Fawr, Aberystwyth, Dyfed, Wales SY23 3AS. Topic: "Sharing: a challenge for all" (The theme address), Monday, 9:00 a.m.

Phyllis Land, Director, Division of Instructional Media, Indiana Department of Public Instruction, Room 229, State House, Indianapolis, Indiana 46204, U.S.A. Topic: "The future is longer than the past; schools in multi-type library networks", Wednesday, 1:10 p.m./Thursday, 11:10 a.m.

Marina Stock McIsaac, see Donald Fork.

Narcisa Majam, Librarian, Claro M. Recto High School, Jhocsum, Sampaloc, Pasig, Metro Manila, Philippines. Topic: "School libraries in the Philippines" (An audiovisual presentation), Monday, 11:50 a.m./Tuesday, 12:10 p.m.

Glen Manyluk, Consultant in Media and Curriculum, Alberta Education, P.O. Box 5002, Provincial Building, Red Deer, Alberta, T4N 5Y5. Topic: "Components of a learning resources centre; an Alberta scenario" (An audiovisual presentation), Monday, 11:50 a.m./Tuesday, 11:10 p.m.

Katie Mungo, Lecturer, Department of Library Studies, University of the West Indies, P.O. Box 181, Mona, Kingston 7, Jamaica. Topic: "Training school librarians for the English-speaking Caribbean: sharing the responsibility", Wednesday, 11:10 a.m./Thursday, 1:10 p.m.

Mieko Nagakura, Senior Officer, National Institute for Educational Research, 5-5-22 Shimomeguro, Meguro-ku, Tokyo 153, Japan. Topic: "School librarians' attitudes toward educational information net working", Tuesday, 11:10 a.m./Thursday, 11:10 a.m.

Al Northan, Canada Department of Communications, 386 Broadway, Winnipeg, Manitoba, R3C 3Y9. Topic: A demonstration of TELIDON (Available during group sessions on Wednesday and Thursday).

Sheila Pritchard, Consultant, Learning Resources, Edmonton Public School Board, 10010 107A Avenue, Edmonton, Alberta, T5K 0Z8. Topic: "Introduction to Canada" (A panel presentation) (President, Learning Resources Council of the Alberta Teachers' Association, 1981-82), Sunday, 2:30 p.m.

Michelle Provost, Communications Jeunesse, 1135 Marguerite Bourgeoys, Sillery, Québec, G1S 3Y1. Topic: Images of Canada in French Canadian literature for children", Monday, 10:50 a.m./Thursday, 1:10 p.m.

Wolfgang Schimek, Associate Director, Field Services, ACCESS Alberta, 16930 114 Avenue, Edmonton, Alberta, T5M 3S2 and James Armstrong, Program Development Assistant, ACCESS Alberta. Topic: "Educational media and school libraries in Alberta", Thursday, 11:10 a.m./Thursday, 1:10 p.m.

June Smith, Senior Librarian, Ministry of Education & Culture, P.O. Box 8022, Causeway, Harare, Zimbabwe. Topic: "School libraries in Zimbabwe" (An audiovisual presentation), Monday, 11:50 a.m./Wednesday, 1:10 p.m.

Laura Smith, Teacher-librarian, Maquinna Elementary School, 4639 Tenth Avenue, Port Alberni, British Columbia, V9Y 4Y1. Topic: "A thematic approach to teaching library skills in the primary grades" (An audiovisual presentation), Monday, 12:50 p.m./Wednesday, 12:10 p.m.

Nick Spillios, Supervisor, Learning Resources, Edmonton Public School Board, 10010 107A Avenue, Edmonton, Alberta, T4H 0Z8. Topic: An intercultural festival of films, Monday, 8:00 p.m./Tuesday, 8:00 p.m.

Anne Taylor, Lecturer, Department of Education, Queen's University, Belfast, BT7 1NN, United Kingdom. Topic: "A comparative study of juvenile fiction dealing with the Second World War", Tuesday, 10:00 a.m.

Audrey Taylor, Librarian, Aurora High School, 155 Wellington Street West, Aurora, Ontario, L4G 2P4. Topic: "PRECIS indexing in school libraries", Tuesday, 1:10 p.m./Wednesday, 1:10 p.m.

Lucille Thomas, Assistant Director, Office of Library, Media & Telecommunications, New York City Board of Education, 131 Livingston Street, Brooklyn, New York 11201, U.S.A. Topic: "Sharing literature: a challenge for all", Monday, 12:50 p.m./Wednesday, 12:10 p.m.

John Tooth, Librarian, Manitoba Department of Education, 1181 Portage Avenue, Winnipeg, Manitoba, R3G 0T3. Topic: "Introduction to Canada" (A panel presentation) (President, Canadian School Library Association), Sunday, 2:30 p.m.

Jan Truss, Author, P.O. Box 8, Water Valley, Alberta, T0M 2E0. Topic: "Writing for young people" (The Banquet address), Wednesday, 8:00 p.m.

Linda Wiebe, Statistics Canada, Regional Office, Room 215, 11010 101 Street, Edmonton, Alberta, T5H 4C5. Topic: "Services of Statistics Canada for school programs", Wednesday, 11:10 a.m./Thursday, 1:10 p.m.

Shirley Wright, Professor, Faculty of Library Science, University of Alberta, Edmonton, Alberta, T6G 2J4. Topic: "Images of Canada in English Canadian literature for children", Monday, 11:50 a.m./Wednesday, 12:10 p.m.

Conference Co-Hosts

Canadian School Library Association, a division of the Canadian Library Association (CLA).

Learning Resources Council of the Alberta Teachers' Association (ATA).

Red Deer College.

Section scolaire de l'Association pour l'avancement des sciences et des techniques de la documentation (ASTED).

Conference Sponsors

ACCESS Alberta, Alberta Educational Communications Corporation
(Wine for the Banquet).

Alberta Book 1982 (Food for the Reception).

Alberta Education (Food for the Banquet).

Alberta Heritage Project (A gift of books).

Association pour l'avancement des sciences et des techniques
de la documentation (ASTED).

Baker & Taylor (Beverages for Coffee Breaks).

BETA SIGMA PHI, Red Deer (Welcome volunteers).

British Council (Air Fare for two presenters).

Calgary Public School District No. 19.

Calgary Regional of the Learning Resources Council.

Canadian Children's Book Centre.

Canadian Library Association.

Central Regional of the Learning Resources Council.

City of Red Deer (Bus services).

Conference Committee, University of Alberta.

County of Strathcona No. 20.

Edmonton Audiovisual Association.

Edmonton Catholic Separate School District No. 7.

Edmonton Public School District No. 7.

Faculty of Library Science, University of Alberta.

Film and Literary Arts, Alberta Culture.

Greater Edmonton Regional of the Learning Resources Council.

Learning Resources Council of the Alberta Teachers'
Association (ATA).

Clifford E. Lee Foundation.

Library Association of Alberta.

National Film Board of Canada.

National Library of Canada.

Red Deer Chamber of Commerce.

Red Deer Public Library.

Red Deer Public School District No. 104.

Saunders Book Wholesale (Wine for the Banquet).

3M Canada.

TELIDON, Canada Department of Communications.

United News (Food for the Reception).

UTLAS, University of Toronto Library Automation Systems.

National Programme Committee

Lorne Amey, Associate Professor, School of Library Service,
Dalhousie University, Halifax.

Pauline Fennel, Education Officer, Special Projects Branch
Ontario Ministry of Education, Toronto.

Blanche Friderichsen, Consultant in Media and Curriculum,
Alberta Education, Edmonton.

René Gélinas, Bibliothécaire, Commission Scolaire
Régional Louis Frechette, Lévis, Québec.

Donald Hamilton, Librarian, Faculty of Education, University
of Victoria, Victoria.

Raymonde Ledoux, Bibliothécaire, Ministère de l'Education,
Montréal.

Ted Monkhouse, Consultant, Educational Media, Wellington
County Board of Education, Guelph.

Sheila Pritchard, Consultant, Learning Resources, Edmonton
Public School Board, Edmonton.

John G. Wright, Professor, Faculty of Library Science,
University of Alberta, Edmonton, (Chair).

Edmonton Committee

Betty Dubuc, Supervisor of School Libraries, Edmonton Catholic
School Board.

Blanche Friderichsen, Consultant in Media and Curriculum,
Alberta Education (Chair).

Kaye Iseke, Co-Ordinator of Media Services, St. Albert
Protestant Separate School Board.

Sheila Pritchard, Consultant, Learning Resources, Edmonton
Public School Board.

Ray Schmidt, Director, Learning Resources, Strathcona County
Board of Education.

Lois Soderstrom, Teacher-Librarian, Brightview Elementary
School, Edmonton Public School Board.

Nick Spillios, Supervisor, Learning Resources, Edmonton Public
School Board.

John G. Wright, Professor, Faculty of Library Science,
University of Alberta.

Red Deer Committee

Mary Lou Armstrong, Librarian, Red Deer College.

Elaine Blakey, Teacher-Librarian, Normandeau Public School.

April Covey, Community Program Director, Red Deer Public
Library.

Hazel Flewwelling, Chairman, Red Deer Public Library Board.

Iris Gilley, Teacher-Librarian, River Glen Junior High School,
Red Deer County.

Beverly Greene, Community Relations Co-ordinator, Red Deer
College.

Eugene Kulmatycki, Co-Ordinator of Instruction, Red Deer
Public School Board (Chair).

Carol Schmidt, Teacher-Librarian, Central Public School.

Melody Wood, Librarian, Parkland Regional Library.

Calgary Committee

Geordie Facey, Teacher-Librarian, Crescent Heights Senior High
School, Calgary Board of Education.

Philip Hunt, General Manager, David Thompson Country Tours,
Red Deer.

Lorne MacRae, Co-Ordinator of Program Development, Media
Services Group, Calgary Board of Education.

Gwen North, Teacher-Librarian, Dr. E.P. Scarlett Senior High
School, Calgary Board of Education (Chair).

Displays

I. National Library of Canada Exhibition

English, French and bilingual titles - a collection of beautifully illustrated books representative of Canadian children's literature selected by Irene Aubrey, Chief, Children's Literature Services, National Library. Library bus tours will include a visit to tour this exhibition. A title list, as well as the bibliography Pictures to Share will be available at The Gallery and the main Sharing display room. On display at The Gallery, Red Deer Public Library, 4818 - 49 Street, Red Deer, 9:00 a.m. - 9:00 p.m. Monday to Saturday, 1:30 p.m. - 5:00 p.m. Sunday.

II. The Children's Book Centre Book Display

A hands-on display of contemporary Canadian children's literature selected by Virginia Davis, Director, The Children's Book Centre.

French-Canadian Children's Literature Display

A hands-on display of contemporary French-Canadian children's literature selected by Sylvia Landry, Director, Centre d'Documentation, Faculté Saint-Jean, U of A, Edmonton. On display at The Learning Resources Centre, Red Deer College, 8:30 a.m. to 4:30 p.m., Monday - Thursday.

III. "Sharing: A Variety of Resources" Display Room

On display in The Conference Room (adjacent to Cafeteria), Red Deer College, Sunday from 1:30 until 7:30 p.m., Monday to Thursday during the small group sessions and for one hour afterwards.

Many of the displays feature free materials and information for participants to take away with them; other items are available at slight cost.

Colleagues and professional organizations represented will include:

1. Canadian School Library Association.
2. Learning Resources Council, Alberta Teacher's Association.
3. British Columbia School Library Association.
4. Manitoba School Library Audio Visual Association.
5. Newfoundland Educational Media Council.
6. Nova Scotia School Library Association.
7. Ontario School Library Association.
8. Saskatchewan Association of Educational Media Specialists.
9. Greater Peace River Regional, Learning Resources Council, Alberta.
10. Greater Edmonton Regional, Learning Resources Council, Alberta.

11. ACCESS (Alberta).
 12. The Children's Book Centre.
 13. Dyad: The Emergency Librarian.
 14. Educational Research Institute of British Columbia.
 15. England: National Book League.
 16. The Horn Book.
 17. International Reading Association.
 18. National Council of Teachers of English.
 19. Statistics Canada.
- IV. UTLAS (University of Toronto Library Automation System)
Carolyn Bett will be in attendance Sunday, Monday and Tuesday only to demonstrate data base search capabilities for processing information.

TELIDON

At Northam, Department of Communications, Government of Canada, will be in attendance Wednesday and Thursday only to demonstrate information retrieval from various data bases using a Telidon terminal. On display at The Lacombe Room, Learning Resources Centre (2nd floor), during small group sessions on days indicated.

THE LIST OF REGISTRANTS AT IASL CONFERENCE (CANADA '82)

Adcock, Donald, 793 North Main Street, Glen Ellyn, Illinois
60137, United States of America.

Allan, Catherine, 6 Pinebud Place, St. John's, Newfoundland,
A1B 1N2, Canada.

Anderson, Bev J., 307 - 55 Avenue S.W., Calgary, Alberta, T2H
0A1, Canada.

Anderson, W.F. (Mrs.), 2226 - 18 Avenue S., Lethbridge,
Alberta, T1K 1C8, Canada.

Annis, C.F., 200 - 5 Avenue S., Lethbridge, Alberta, T1J 4C7,
Canada.

Antoniuk, Diane, 7905 - 113 Street, Edmonton, Alberta, T6G
1M2, Canada.

Armitage, Jill, 13536 - 123A Street, Edmonton, Alberta, T5L
0L9, Canada

Aubrey, Irene E., #714 195 Clearview Avenue, Ottawa, Ontario,
K1Z 6S1, Canada.

Beeler, Linda, 5838 S. Stony Island, Chicago, Illinois 60637,
United States of America.

Beerepoot, E. (Sister), 750 Kingston Road, Toronto, Ontario,
M4E 1R7, Canada.

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47304, United States of America.

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PART TWO: Sharing Aspirations: A Canadian Overview

1. An introduction to the Canadian School Library Association, by John Tooth, President
2. Historique de l'ASTED et de sa section scolaire, par René Gélinas, Président
The history of ASTED and of its school section (a translation)
3. An introduction to the Learning Resources Council of the Alberta Teachers' Association, by Sheila Pritchard, President

AN INTRODUCTION TO THE CANADIAN SCHOOL LIBRARY ASSOCIATION

John Tooth, President

The Canadian Library Association

Founded in 1946, the Canadian Library Association was incorporated under the Companies Act on November 26, 1947. It is a national, non-profit, voluntary organization governed by an elected Council and Board of Directors. The Association includes five constituent divisions which represent the interests of academic libraries, school libraries, special libraries, public libraries and library trustees.

The Canadian Library Association is devoted to improving the quality of library and information services in Canada and to developing higher standards of librarianship. It has been instrumental in

- the creation of the National Library of Canada;
- the microfilming of early Canadian newspapers of historical importance;
- the publishing of Canadian reference books and library literature, especially the Canadian Periodical Index which has appeared without interruption since 1948;
- the development of standards for public, university, college, and school libraries, and for the education of library technicians;
- library awards and scholarships;
- acting as liaison between libraries and government agencies at the national level.

Some Facts about the Canadian School Library Association

- It was created on June 22, 1961 as a division of the Canadian Library Association.
- It has its own Constitution and By-laws, and is governed by an Executive Committee consisting of a President, a Past-President, a Vice-President (President Elect), a Secretary-Treasurer, the Editor of School Libraries in Canada (SLIC), and three Councillors.

- Personal members: 305
- Institutional members: 319
- Associate members: 282
- Members from other Divisions: 141
- Total membership (June 1982): 1,047

- The majority (76%) of the membership is female; only 7.2% of members are younger than thirty years of age; 43% of the members have master's degrees in Arts, Education, or Library Science; male members tend to have higher educational qualifications.

- The activities of the Association considered to be of the greatest importance to members are:
 - Publications, such as School Libraries in Canada;
 - Development and promotion of national standards;
 - Professional development workshops;
 - Conference planning;
 - Lobbying (liaison) at the national level.

- The current operating budget of the Association is \$10,000.00 plus any profits from sponsored professional development workshops. School Libraries in Canada is also supported through direct subscription sales and a surcharge of \$5.00 on all memberships.

- The objectives of the Association are:
 - to support and promote the objectives of the Canadian Library Association;

 - to unite library and media personnel and other interested parties in furthering and improving school library media service throughout Canada;

 - to provide for the exchange of ideas and experiences among members;

 - and to cooperate with internal and external groups and organizations in the advancement of education and librarianship and library, information, and media services.

Current CSLA Activities for 1982-83

1. An Alternative National Association

An ad hoc Committee, under the chairmanship of Professor Neill from the University of Western Ontario, is examining the professional, legal, and financial implications of forming an independent national school library association. The investigation was prompted by resolutions from several Annual General Meetings expressing concern about CLA policies and about the rising costs of memberships.

2. The Role of Library Technicians

This ad hoc Committee, chaired by Jean Weihs from Seneca College of Applied Arts and Technology, is to provide a basic statement about the role of the library technician in the school library and to identify the relationship of the teacher-librarian with the library technician.

The CSLA approved a statement on the role of library technicians in the school library in 1973. This statement needs to be reviewed in the light of the "Guidelines for the Education of Library Technicians" endorsed by the CLA in 1982, the "Qualifications for School Librarians" endorsed by CSLA in 1979, and "A Recommended Curriculum For Education For School Librarianship" accepted by CSLA in 1981.

3. The CLA Annual Conference in 1983

The next annual conference of the Association will be held in Winnipeg, Manitoba, June 16 - 21, 1983. The conference theme will be "Libraries in a Period of Constant Change: Challenge and Response". The CSLA will be offering a wide variety of workshops and tours.

4. Professional Development Workshops

CSLA sponsored workshops continue to be in demand after the highly successful workshops on curriculum design offered by Professor David Pratt. This year, workshops planned by Ken and Carol-Ann Haycock on "Co-operative Program Planning and Teaching" have been held in Halifax, Lethbridge, London, and presently are scheduled for Saskatoon and Winnipeg. A new series is being planned for 1983-84.

5. School Libraries in Canada (SLIC)

This journal, published quarterly, is the only divisional journal issued by CLA. It represents a major

professional thrust to provide information about association activities and recent developments in the field of school librarianship. It is indexed in the Canadian Education Index and in Library Literature.

6. Education for School Librarianship

In 1979 the Association defined the "qualified school librarian" as having competencies in such areas as professional leadership, acquisition, organization and use of learning resources, instructional design, and production of learning resources. A recommended curriculum for the education of school librarians was approved in 1981. In that same year a conference was held at Stanley House which resulted in a list of 43 recommendations for implementing the new curriculum. Both the CSLA and the provincial school library associations are studying these implementation strategies.

7. Networking and Resource Sharing

The Networking Committee has published a position paper entitled "Similar Futures: School Libraries and Networks" which defined a library network, why schools should be involved, and the benefits and pitfalls of such arrangements. A symposium on networking was sponsored in Calgary in the spring of 1982, the papers from which were also published in SLIC. The Committee has also secured a CSLA representative on the National Library's Committee on Resource Sharing. This year the CSLA Committee will be gathering information on networking in Canada for future publication.

8. Relationships with Provincial Associations

The Liaison with Provincial Associations Committee (LOPAC) is the Association's informal connection with the provincial and territorial school library/media associations. As a result of a motion passed at the annual meeting in Saskatoon in June 1982, this Committee will now act as an advisory body to the Association.

9. Other Recommended Activities

- a) The feasibility of formally recognizing school district supervisors as a special section of the Association;
- b) The development of guidelines for school library services to French language immersion programs in schools;

- c) The role of teacher-librarians in the management and educational use of computers by
 - i) co-ordinating the selection, acquisition, cataloguing and distribution of computer software;
 - ii) developing programs to assist teachers in the effective use of computers in classroom teaching;
 - iii) working with teachers to extend computer awareness, computer literacy, and computer science.
- d) The support by all provincial and territorial governments of quality education in schools with declining enrollments by allocating adequate budgets for library/media collections and for teacher-librarian staffing;
- e) The provision of resources for specialized programs in the areas of English as a Second Language (ESL), gifted students, and handicapped students by adequate funding for materials and teacher-librarian staffing.

Some CSLA Publications

Branscombe, F., and H. Newsom. Resource Services for Canadian Schools. Toronto: McGraw-Hill Ryerson, c1977. \$5.95.

This statement of qualitative guidelines for school library programs was jointly prepared by the Canadian School Library Association and the Association for Media and Technology in Education in Canada. It replaces the Standards of Library Service for Canadian Schools issued in 1967.

School Libraries in Canada (Periodical). Ottawa: Canadian Library Association. Quarterly, \$35.00 per annum.

The Qualifications for School Librarians. Ottawa: Canadian Library Association, 1979. 5p. \$1.00.

A Recommended Curriculum for Education for School Librarianship. Ottawa: Canadian Library Association, 1981. 22p. \$1.00.

School Libraries in Canada in 1978-79*

This data includes figures based on centralized school libraries only, and excludes data from Quebec, Yukon, and the Northwest Territories. Some highlights:

1. The number of schools reporting centralized school libraries in 1978-79 was 8,201.
2. The average number of pupils per school reporting centralized school libraries decreased from 455 in 1972-73 to 383 in 1978-79.
3. The average number of books per centralized school library increased from 4,956 in 1972-73 to 6,042 in 1978-79 (an increase of 21.9%).
4. The average number of books per pupil in schools reporting centralized school libraries grew from 11 in 1972-73 to 16 in 1978-79. The Atlantic region had 8.2 books per pupil in 1978-79.
5. The total library expenditures on print and audio-visual materials in 1978-79 were \$26.2 million.
6. While the total amount spent on library materials increased on an average of 7% from 1972-73, in constant 1971 dollars the increase was nominal.
7. Elementary and secondary school libraries employed 3,349 and 1,822 persons respectively in 1978-79.
8. Elementary and secondary school libraries had 747 and 986 students per full-time professional librarian respectively.

*Based on data in Culture Statistics: Centralized School Libraries in Canada, 1978/79, Statistics Canada Publication 87-650. \$6.00 in Canada, \$7.30 outside. Available from the Ministry of Supply and Services, Ottawa.

HISTORIQUE DE L'ASTED ET DE SA SECTION SCOLAIRE

René Gélinas, Président

L'ASTED, Association pour l'avancement des sciences et techniques de la documentation, aura bientôt 40 ans. Le nom même de l'Association permet de définir les buts qu'elle poursuit, c'est-à-dire "promouvoir l'excellence des services et du personnel des bibliothèques, des centres de documentation et des centres d'information, inspirer la législation et promouvoir les intérêts respectifs des bibliothèques, des centres de documentation et des centres d'information auprès des gouvernements concernés et enfin exercer au sein de la francophonie nord-américaine un rôle prépondérant en bibliothéconomie ainsi que dans les sciences de la documentation et de l'information".¹

Déjà en 1943, les fondateurs de l'ASSOCIATION DES BIBLIOTHEQUES PAROISSIALES trouvent "que l'Association projetée serait plus puissante et plus utile si elle groupait non seulement les bibliothèques paroissiales mais toutes les bibliothèques d'institutions catholiques".²

C'est ainsi que l'A.C.B.I. (Association canadienne des bibliothèques d'institutions) est née. Elle désire "s'occuper de toutes les questions concernant les intérêts des bibliothèques d'institutions catholiques".³ Pour ce faire, elle tente de regrouper les bibliothèques des communautés religieuses et des maisons d'enseignement de même que les bibliothèques paroissiales et les autres existant dans une paroisse.⁴

¹Chartrand, Georges-A., Livre, bibliothèque et culture québécoise: mélanges offerts à Edmond Desrochers, s.j. (Montréal, ASTED, 1977) p. 704.

²Rapport de la commission de revision des objectifs et des structures (Montréal, A.C.B.L.F., 1972) p. 22.

³Ibidem.

⁴Ibidem.

A cette époque, cette Association s'adressait surtout aux institutions plus qu'à des individus.

Au bout de quelques années, les orientations de l'Association se modifient légèrement et à sa clientèle institutionnelle s'ajoute les membres individuels.

De 1948 à 1972, l'Association s'appelle Association canadienne des bibliothécaires de langue française (ACBF ou ACBLF) et désire "s'occuper des intérêts des bibliothécaires et des bibliothèques, au triple point de vue professionnel, culturel et catholique".⁵

En résumé, l'évolution essentielle "des buts de l'Association s'est accomplie au cours des cinq premières années (1943-1945); quatre constitutions et quatre noms".⁶

Les sections

A compter de cette date, l'Association songe à se donner des sections et des commissions spécialisées, régionales ou autres.⁷

En 1952-1953, trois sections sont fondées, soit celle des jeunes, celle de Sherbrooke et de Québec. Dans les années qui suivirent les sections régionales et spécialisées s'ajoutent. En 1960-1961, les sections des bibliothèques scolaires et des bibliothèques de collèges naissent de la disparition de la section des jeunes.

Les réunions des sections avaient pour but de faciliter les échanges de point de vue entre bibliothécaires appelés à solutionner chaque jour des problèmes similaires dans des milieux de travail identiques.⁸

⁵Rapport de la commission de revision des objectifs et des structures (Montréal, A.C.B.L.F., 1972) p. 24.

⁶Ibidem, p. 26-27.

⁷Ibidem, p. 28.

⁸Léveillé, Jean-Bernard, "à propos des réunions de sections", dans Bulletin de l'A.C.B.L.F., vol. 1, no. 4, 1955.

La naissance et la disparition de sections se produisent régulièrement répondant naturellement aux besoins des membres et reflétant la faculté d'adaptation de l'Association.

Actuellement la section scolaire de l'ASTED compte près de 100 membres, soit environ 10% des membres de l'ASTED. Ce pourcentage est assez constant depuis les dix (10) dernières années. Une légères baisse du nombre des membres se fait actuellement sentir et est attribuable à la diminution du nombre de membres de l'Association et aussi des diminutions de personnel dans les établissements scolaires.

En plus de la section scolaire, l'ASTED compte au moins deux comités qui sont susceptibles d'intéresser les personnes qui oeuvrent dans le milieu des bibliothèques scolaires. Il y a le comité du prix Marie-Claire-Daveluy qui attribue à chaque année un prix en argent à une ou plusieurs oeuvres non-éditées, écrite par la jeunesse canadienne de langue française, et le comité "Bibliothèques et Lectures pour les jeunes" qui attribue le prix Alvine-Bélisle à une oeuvre éditée au Canada en langue française à l'intention de la jeunesse.

Les centres documentaires étant souvent la cible des réductions d'effectifs, il en découle naturellement que certaines personnes abandonnent l'Association parce qu'elles n'oeuvrent plus dans le secteur de la documentation.

Au niveau des Associations qui sollicitent la participation du personnel de la documentation, il y a en plus du syndicat, la Corporation des bibliothécaires professionnels du Québec, l'ADATE, l'Association pour le développement de l'audiovisuel et de la technologie éducative, l'ABQ/QLA, Quebec Library Association, l'AIES, l'Association des institutions d'enseignement secondaires,⁹ et j'en oublie.

⁹Brault, Jean-Rémi, "une ASTED renouvelée ou une fédération d'associations en documentation?", dans Documentation et bibliothèques, vol. 28, no. 1, mars 1982, p. 3-13.

Malgré tout, il est possible de croire que la section scolaire, après certaines difficultés de fonctionnement retrouvera un rythme de croisière et continuera de jouer un rôle positif pour le développement des bibliothèques et centres documentaire dans le système éducatif du Québec et d'ailleurs.

THE HISTORY OF ASTED AND OF ITS SCHOOL SECTION*

René Gélinas, Président

ASTED, the Association for the Advancement of the Science and Techniques of Documentation, will soon be 40 years old. This very name of the Association permits a definition of the goals which it pursues, that is to say, "to promote excellence in service of personnel of libraries, documentation centres, and information centres; to inspire legislation that promotes the respective interests of libraries, documentation centres, and information centres in the service of the governments concerned; and finally to exercise, in the heart of French speaking North America, a highly viable role in librarianship as well as in documentation and information sciences."¹

Already by 1943, the founders of the former Association of Parochial Libraries found "that the projected Association would be stronger and more useful if it included not only parochial libraries but libraries of all Catholic institutions."²

It is thus that the ACBI (Canadian Association of Institutional Libraries) was born. It sought "to look after all questions concerning the interests of libraries in Catholic institutions."³ In order to do this, it attempted to group together libraries of religious communities and teaching orders equally with parochial libraries and others existing in a parish.⁴

In this period, this Association concerned itself more with institutions than with individuals.

After a few years, the concerns of the association were changed somewhat and, to the institutional clientele, individual members were added.

From 1948 to 1972, the Association called itself the Canadian Association of French Language Libraries (ACBF or

*See French language text for footnotes and bibliography.

ACBLF) and sought "to concern itself with the interests of librarians and libraries from the professional, cultural, and Catholic points of view."⁵

In summary, the real evolving of "the beginnings of the Association was accomplished during the course of the first five years (1943-1945), with four constitutions and four names."⁶

The Sections

Starting with this date, the Association hoped to create some specialized sections and commissions, regional or otherwise.⁷

In 1952-53, three sections were founded: that of the Youth Section, that of Sherbrooke, and that of Quebec. In the years that followed, other regional and specialized sections were added. In 1960-61, School Library and College Library sections were created upon the termination of the Youth Section.

The bringing together of sections had as its goal facilitating exchanges of points of view among librarians called to solve similar daily problems encountered in the course of similar activities.⁸

The birth and disappearance of sections happened regularly, responding naturally to the needs of the members and reflecting the ability of the Association to adapt.

Actually, the school section of l'ASTED counts close to 100 members, which is around 10% of the members of l'ASTED. This percentage has been constant the last 10 years. There has been a slight decrease in the number of members attributable to the decrease in numbers of members of the Association and also to the decrease of such personnel in school establishments.

In addition to the school section, ASTED maintains at least two committees of interest to those who work in school libraries. They are the Marie Claire Daveluy Prize Committee which awards each year a silver medal to one or more unpublished works, written for Canadian youth in the French language, and the Libraries and Reading for the Young Committee which awards the Alvine Bélisle prize to a published Canadian work in the French language designed for the young.

Information centers often being the targets of budget reductions has resulted naturally in certain persons leaving the Association because they no longer work in the information sector.

As well as Associations which solicit the participation of information personnel, there is also a union, the Corporation of Professional Librarians of Quebec; l'ADATE, the Association for the Development of Audiovisual and Educational Technology; l'ABQ/QLA, the Quebec Library Association; l'AIDES, the Association of Institutions of Secondary Teaching;⁹ and I may have forgotten others.

In spite of everything, it is possible to believe that the school section, after certain difficulties in carrying on, will again forge ahead and play a positive role in the development of libraries and information centres in the educational system of Quebec and elsewhere.

AN INTRODUCTION TO THE LEARNING RESOURCES COUNCIL OF THE ALBERTA TEACHERS' ASSOCIATION

Sheila Pritchard, President

I am pleased to have the opportunity to speak to you about how the Alberta Learning Resources Council fits into the Canadian school librarianship picture. In doing so I hope that I can provide you with a brief overview on the history of the Learning Resources Council, the goals towards which it has striven and the issues about which it has been concerned.

It is important to realize that the Learning Resources Council is one of twenty specialist councils organized as sub-groups under the sponsorship and direction of The Alberta Teachers' Association -- membership in The Alberta Teachers' Association is mandatory for all public school teachers in this province. Specialty councils were formed by The Alberta Teachers' Association to provide opportunities for teachers to maintain their competence in the specialties for which they have responsibilities as practitioners. Each council is a significant avenue for teacher involvement in professional development activities and also a major vehicle for classroom teachers, administrators, university personnel and Department of Education staff to meet and work together as colleagues interested in the education of our provinces' children.

The history of the Learning Resources Council is an interesting one in that it reflects the joining together of two councils. The school Library Council was inaugurated in 1964 and the Audio Visual Council had its first meeting in 1969. The merging of these two groups occurred in 1975. It had become clear that both groups had similar responsibilities, concerns and challenges. Certainly their merging reflected the development and evolution of the school libraries in this province into school library media or learning resource centres. It was also realized that strength would lie in cooperation and in a larger membership base. We have come a long way in terms of membership figures with original individual membership lists numbering about seventy each to a current list of over five hundred members.

The objective of the Learning Resources Council as stated in our constitution is

to increase knowledge and understanding of educational media and improve practice in the selection, production, organization, and utilization of learning resources.

The improvement of practice objective has ultimately led this council into the areas of policy development. We have formulated and disseminated policies regarding a number of issues including joint school/public libraries, media centre personnel, selection of learning resources and computer literacy. Numerous policies related to learning resources take the form of resolutions adopted by the annual representative assembly of the Alberta Teachers' Association as either long range policy statements, current specific policy or directives for action on the part of the association. Most learning resources specific policies are on the books due to persistent efforts of the Learning Resources Council.

In 1981 the Learning Resources Council issued Guidelines for Alberta School Libraries. This document provides Alberta School Libraries with quantitative guidelines for collections, facilities, personnel, programs and services. It is the first attempt to translate the philosophic and qualitative document Resource Services for Canadian School Libraries into quantifiable provincial benchmarks. In May I had the opportunity of representing the Learning Resources Council at a meeting with our Minister of Education where we received a very positive response to our presentation on Guidelines.

We have also taken very seriously our role in professional development. Some of the avenues by which we fulfill this responsibility include annual conferences; journals, newsletters and special bibliographies; a resource bank which provides speakers for inservices, teachers' conventions, workshops and seminars; sponsorship of a major children's literature and film conference (Kaleidoscope) jointly with other relevant Alberta Teachers' Association specialty councils and support of six regionals which also sponsor a myriad of professional activities.

What are the issues on which we are currently focussing? I will highlight those which I feel are most crucial.

1. The active promotion and dissemination of "Guidelines for Alberta School Libraries". Our province has no official policy regarding school libraries. At the recent meeting with the Minister of Education an interim statement was promised with reaction and refinement to follow. The Learning Resources Council must persist in assuring that we have a voice in the shaping of whatever policy develops.
2. The maintenance and strengthening of our cooperation with other provincial and national associations concerned with Learning Resources development. Our strength lies in working together.
3. Encouragement for the development of Learning Resources programmes within school jurisdictions and the integration of those programmes into the curriculum.
4. Promotion of the retention and expansion of professional teacher-librarians assigned to our schools.
5. Support for the adoption of minimum requirements for school-librarian certification and for uniform national standards for school library education.
6. Advocacy for the principal of "intellectual freedom".
7. Involvement in library networks.

We live in interesting times. We are committed to assuring that school libraries and learning resources continue to play an effective role in our province's schools. The collective voice of the Alberta Learning Resources Council will continue to be heard on the important issues and concerns.

PART THREE: Sharing Literature through Libraries

1. The role of the National Library in developing an awareness of Canadian children's literature, by Irene Aubrey
2. Sharing literature for effective social education; an example from African literature, by Virginia Dike
3. Images of Canada in Inuit and Indian literature for children, by Jeanne Henry
4. A comparative study of juvenile fiction dealing with the Second World War, by Anne Taylor
5. Images du Canada dans la littérature canadienne française de jeunesse, par Michelle Provost
Images of Canada in French Canadian literature for children, (a translation)
6. Sharing children's literature: a challenge for all, by Lucille C. Thomas
7. Sharing a ramble with a writer, by Jan Truss
8. Images of Canada in English Canadian literature for children, by Shirley Wright

ROLE OF THE NATIONAL LIBRARY IN DEVELOPING AN AWARENESS OF CANADIAN CHILDREN'S LITERATURE

Irene E. Aubrey

The Children's Literature Service at the National Library originated in 1975 and was established to provide professional services to libraries, officials and agencies of the government and the general public using the resources of the Library. Originally known under the title of the position, Children's Literature Librarian Consultant, the Service's name was changed to Children's Literature Service in 1979, in order to reflect the growth and extension of its services.

Ways in which the Service helps to develop and maintain an awareness of Canadian children's books are through its book collection and resources, its reference and bibliographic services and its outreach programme.

Book Collection and Resources

Since 1953 current Canadian publications have been received under the legal deposit regulations, but the Library also endeavours to acquire older and rare Canadiana since its aim is to develop as comprehensive a collection as possible.

Guidelines for augmenting the Library's holdings of children's literature were formulated in 1975, in keeping with the overall guidelines as established by the Collections Development Branch. They are: Canadian children's materials, in English, French and other languages, which include books published in Canada, books written or illustrated by Canadians, whether published in Canada or abroad, and books dealing with Canada that are published abroad.

But the Children's Literature Service is also building an extensive collection of professional children's literature as well as a representative collection of non-Canadian award-winning children's books so that patrons at the Library can have the opportunity to document their research as fully as possible and also be aware of major contributions, elsewhere, to the field of children's literature.

The purchase or gift of manuscripts, rare books and illustrations greatly enhances a children's research collection. So far the Library has either received the donation of, or purchased, three items which fit into the rare books and manuscripts category, that is, the Clare Bice Papers and the Marie-Claire Daveluy Papers, both housed in the Literary Manuscripts Collection, and the unique copy of a children's book, L'enfant de la maison folle, shelved in the Rare Books Division.

The Clare Bice Papers include manuscripts, other materials such as correspondence and original watercolours and sketches for five children's books written and illustrated by this talented artist of the 1940's and 1950's who was also Director of the Art Gallery in London, Ontario. The five books are: Jory's Cove, Across Canada, The Great Island, A Dog for Davie's Hill and Hurricane Treasure. A few watercolours and sketches from the collection were recently loaned to the Stewart Hall Art Gallery staff in Pointe Claire, Quebec which was mounting a display of original artwork in children's books published especially in Quebec. The Children's Literature Service also loaned the Gallery some original posters of illustrations from Canadian children's books which had been prepared for earlier National Library displays.

The Marie-Claire Daveluy Papers contain various materials relating to plays and books written by this prolific and popular Quebec author whose career extended over a period of twenty-one years, from 1923 to 1944. Her first children's book, Les aventures de Perrine et de Charlot, was a well-known favourite among children for many years.

The Clare Bice and Marie-Claire Daveluy Papers are presently being organized and may, therefore, be difficult to use. Anyone wishing to consult them is best advised to write to the Curator of the Literary Manuscripts Collection.

The item L'enfant de la maison folle was shown in an exhibit displayed at the Bibliothèque nationale du Québec during the International Year of the Child. Christian Duchesne wrote and illustrated the story and her manuscript and litho chalk illustrations were enclosed in a beautiful leather case, in the shape of a house, crafted by Odette

Drapeau-Milot. This particular item was featured in a second exhibition on Canadian artists of rare books which the National Library planned and held this year. It was called *Made in Canada* and, by the way, L'enfant de la maison folle was the only children's item included in the exhibit.

Since it is a comprehensive collection of retrospective and current materials in English, French and other languages, the National Library collection constitutes a major source of information for researchers. The collection is primarily a research collection although books are loaned, on request, through the intermediary of a local library.

It was apparent from the time of the inception of the children's service that the establishment of a separate children's collection, as opposed to the practice of integrating the children's books in the general collections, would be very useful. It would provide easy access to the children's books and ensure efficiency in the control of the reference and bibliographic services. It would also provide the means with which to compile a retrospective bibliography of Canadian children's books.

When the Children's Literature Service was asked, in 1976, to prepare a position paper on a national bibliography of Canadian children's books, certain conditions on which the National Library's participation would rest were mentioned: one was the retrieval of the children's books from the stacks, two was the set-up of a separate children's collection, and a third was the addition of staff to the children's services division.

As approval was granted, the necessary steps were taken to proceed with phase one of the project, that is, the identification of the children's books. A professional children's librarian was hired, on contract, to locate the books in the general stacks and make brief author slips for them. One can appreciate the enormity of this task which took almost two years to complete.

While the identification phase was in progress, a room, which is called the Children's Literature Room, was being fitted with shelving units to accommodate the collection.

We then proceeded with phase two of the project, that is, the transfer of the children's books from the stacks to

the Children's Literature Room. Procedures were set up, first of all, to allow for a smooth retrieval of the books and work began, in earnest, in 1978.

As previously mentioned, a record was kept for every book that was identified as a children's book. These records, which we call author slips, include bibliographical information such as call number, author, title, publisher, date and number of copies available for each title. When the books are retrieved and shelved in the Children's Literature room, the author slips, which include names of all individuals associated with the creation of a work, are filed in the catalogue, separately, for English books, French books, bilingual books, and books in other languages. Additional records are also available for access through chronology, title, illustrator, series, translators, comic books, children's writings, books with records, books in braille and professional children's literature. To date, 8,000 books, including duplicates, have been retrieved. It will not be possible to make an accurate assessment of how many English and French titles are in the collection until it is all assembled.

Barring unforeseen circumstances, the retrieval process should be completed within the next two years, or earlier if work can continue to proceed on a regular basis. The compilation of the retrospective bibliography of Canadian children's books could then begin. For interest sake, the earliest English book retrieved, so far, is The Settlers in Canada written by Frederick Marryat and published by Longman, Brown, Green & Longmans in 1844. The earliest French book is a Meyrueis, in 1869, under the title Les colons du Canada: ouvrage pour la jeunesse.

Current children's books, once they are deposited at the National Library, are catalogued and sent directly to the Children's Literature Service. When the final identification and records have been made, the books are shelved in the separate collection. In the case of a current book, one copy is kept in the Children's Literature Service for a period of about two years to allow researchers to have quick access to the latest children's books published in Canada.

The good news since January last year, is that the Cataloguing Branch now adds the symbol Juv to the call number assigned to children's books, thus making it possible for National Library staff and patrons alike to know that a particular book has been categorized as a children's book and is shelved in a separate collection. Work is proceeding well on adding the symbol to the books that were already retrieved before the symbol was assigned, and to their corresponding catalogue cards. By the end of the summer, this particular activity will be completed.

The early Canadian textbook collection, which comprised books published from 1867 to 1950, has now been catalogued. There are about 4,500 volumes in this collection, including duplicates, and they were acquired through purchase, gift and exchange. Current textbooks and, since January 1978, educational kits, arrive on deposit, are catalogued but shelved in the general stacks. The textbook collection is not being assembled into a separate collection because lack of space does not permit it. The Children's Literature Service is, nevertheless, making access files to the collection so that staff and patrons can more easily fill their requests. There are two major files, in English and French, and, within these files, there are records for author, title, illustrator, translator, chronology, series and place of publication. Approximately 4,000 English titles and 1,000 French titles have been identified so far.

When the identification of the children's books in the separate collection began, it was necessary to draw up a set of criteria on which to base our selection. Defining a children's book can sometimes be difficult and it was not sufficient to say that it is any book that is relevant. Generally speaking, we identified books suitable for children and young people up to sixteen years of age and keep in mind the principle that the book for our research collection was one that is normally written for children and young people and one which they normally can read and enjoy.

An annotated bibliography of Canadian children's books would certainly render a great service to researchers who are often hampered by the lack of suitable lists and information

on the theme of a Canadian children's book. It is, therefore, gratifying to say that among the conditions on which depend the National Library's participation in the compilation of a national bibliography of Canadian children's books, two have been fulfilled, that is, the identification of the children's books and the provision of an additional professional staff member to the Children's Literature service, and a third is well in progress, that is, the retrieval of the children's books.

Reference and Bibliographic Services

The reference and bibliographic services are given in both official languages and come from varied sources, for example, from librarians and teachers, authors and illustrators, publishers and booksellers, governmental and non-governmental agencies, children's literature specialists, universities and university students and the general public. The requests, which are received by mail, telephone and in person, cover a wide spectrum of information on Canadian children's literature: researchers have asked, for example, for information on a specific author or book, sources for professional literature, book awards, marketing of books, literature conferences, grants, and reading surveys. Consultative services often involve assessment of authors' writings or evaluation of books.

Several patrons come to the National Library to research the current production of Canadian children's books, in English and French. As previously stated, these books are temporarily located, on the 4th floor, in the area occupied by the Children's Literature Service. Staff acquaint the patrons with the fact that a separate children's collection is also being assembled and many patrons take advantage of the opportunity to check the collection and record files. It is of interest to note that their comments on the separate collection have been favourable as the accessibility of the books and the records facilitated their research. To provide the maximum assistance to researchers, review journals, assorted files on subjects relating to Canadian children's literature and books on professional children's literature are available for consultation purposes in the Children's Literature Service.

Although most of the bibliographic requests are for booklists that the Children's Literature Service compiles, the Service also receives special requests which deal with themes in Canadian children's literature, such as historical fiction, Indian and Inuit folklore, French books as a second language, community life and non-sexism.

Through its children's publications, the National Library plays a role in the bibliographical access to Canadian children's literature. Booklists, especially annotated booklists, provide an excellent way to promote one's own literature and encourage its wide distribution. To date, there are eleven printed publications which are distributed free on demand.

Over the years, the Children's Literature Service kept a mailing list of persons who requested the publications and recently updated the list. There are about 2,000 names of persons, in Canada and abroad, who now automatically receive the publications as soon as they are available.

Current publications include: (Please see List appended to text).

Notable Canadian Children's Books/Un choix de livres canadiens pour la jeunesse

The first edition of the catalogue was prepared in 1973 by Sheila Egoff and Alvine Bélisle for distribution at the display held at the National Library. Short descriptive historical surveys on English Canadian children's literature by Miss Egoff and on French Canadian children's literature by Miss Bélisle were also included in the catalogue and enhanced its usefulness. The catalogue was very popular and was soon out-of-print. The second edition, in 1976, was revised and updated and included the notable English and French Canadian children's books for the years 1973 and 1974, as well as an author and title index. The illustrations in the original edition do not appear in the revised edition. Changes were made in the chronological order of a few books which are now listed according to date of first publication and new editions of old books were added. A complete list of the Canadian Library Association French Book of the Year Award

was included, as well as the children's awards presented by the Association pour l'avancement des sciences et des techniques de la documentation. Books that were published in the twentieth century were checked to determine whether or not they were still in print and, among the books listed for 1973 and 1974, a wider variety of titles was listed, for example, picture books and non-fiction books.

The National Library publishes an annual supplement of notable Canadian children's books, in English and French. To date, there are supplements for the years 1975, 1976, 1977, 1978 and 1979. The 1980 supplement, which will include a few reproductions of illustrations from Petrouchka, illustrated by Elizabeth Cleaver and Les gens de mon pays, illustrated by Miyuki Tanobe, will be available for distribution early this Fall.

In choosing the titles to be included on the list of notable books, the Chief of the Children's Literature Service works with an English and French committee. There have been representatives from the public and school libraries on both committees since they were formed. Recently, the committees have been restructured to allow more librarians across Canada to participate in this activity for a period of at least two years. Barbara Griffith of the Ottawa Board of Education and Hope Bridgewater of the Halifax City Regional Library sit on the English committee. Isabelle Dorval of the Conseil des écoles séparées catholiques d'Ottawa and André Gagnon of the Regina Public Library sit on the French committee. The meetings will be held at the National Library.

All the supplements to the Notable Canadian Children's Books have an index arranged by author, title, illustrator, award and subject. Once the Children's Literature Service is equipped with a terminal, it is expected that the staff will be able to input into the data base with regard to certain projects. One of these projects will be the inclusion of the publication Notable Canadian Children's Books and its supplements.

The idea of a computer-produced bibliography of Canadian children's books also holds some interest for the staff of the Children's Literature Service.

One of the Service's most popular lists is called Sources of French Canadian Children's and Young People's Books/Sources d'information sur les livres canadiens-français de jeunesse. The list first appeared in 1976. It has been reprinted, with revisions, in 1978 and 1979. There will be a few titles added to another edition scheduled for publication this Winter. The listed sources are varied and include, among others, booklists, national bibliographies, biographical resumes, book selection tools and periodicals.

Four booklists were prepared in conjunction with displays that the Children's Literature Service planned. One was called A Treasury of Pictures/Un trésor d'images. It is now out-of-print but was available at the time of the display mounted for viewing during the International Book Fair in Montreal in 1976.

The list has been replaced by the catalogue Pictures to Share/Images pour tous. Its theme is also illustration in Canadian children's books. It was compiled for distribution during the exhibit held at the National Library in 1979 to celebrate the International Year of the Child, and which was an extension of the earlier display shown in Montreal. The Catalogue will be printed as long as the demand exists.

The following two booklists were provided at the time of very small displays held in the main lobby of the National Library: Animals in Canadian Children's Books/Livres canadiens sur les animaux pour les jeunes and Sports and Games in Canadian Children's Books/Livres canadiens sur les sports et les jeux pour la jeunesse. As in the supplements to Notable Canadian Children's Books, these two booklists have an index by author, title, illustrator, award and subject. The list on animals will be published, with additions, this Winter.

Outreach

One of the most effective ways to promote an awareness of children's books is through exhibitions. As mentioned earlier in the text, displays on a choice of themes in Canadian children's books have been planned by the Children's Literature Service and shown at the National Library and in Montreal. The most impressive display was the one on

illustration in Canadian children's books called Pictures to Share/Images pour tous. A sizeable number of books representing a unique contribution to the field of illustration in children's books were collected and the ensuing exhibition gave hundreds of spectators the opportunity to see the pictures of gifted artists who have illustrated children's books in Canada.

The Chief of the Children's Literature Service has had many occasions since the display to speak on this particular subject, with a slide presentation of the illustrations. The favourable responses attest to the popularity of the theme and to the sincere desire of many to learn more about Canadian children's books in general.

As several requests were received to borrow the slides after the presentations, the Children's Literature Service is now preparing a set of slides which will be available on loan. The slides will remain the property of the National Library and, therefore, cannot be copied.

The Children's Literature Service has cooperated with individuals or agencies who have requested Canadian participation in exhibitions or an exchange of children's books: for example, the National Library sent a copy of The Twelve Dancing Princesses, illustrated by Laszlo Gal to be featured in a travelling exhibit on Grimm's fairy tales organized by the Head of the children's book center in East Germany; the National Library exchanges, on a more or less regular basis, a few picture books with the Netherlands children's literature center; and the National Library has provided children's books to be included in displays shown at the time of the Pacific Rim conference in Vancouver in 1976, the Kaleidoscope conference in Calgary in 1977, the Canadiana conference in Ottawa in 1978 and at this conference in Red Deer.

The Chief of the Children's Literature Service maintains international contacts with different agencies such as the International Board on Books for Young People and IFLA's Round Table of Librarians Representing Documentation Centres Serving Research in Children's Literature. The exchange of information is extremely valuable and members have the opportunity to promote their services and special collections.

The outreach programme of the Children's Literature Service also encompasses visits to libraries and bookstores, various speaking engagements and participation in children's literature workshops in Canada or abroad.

The growing demand for Canadian materials, in one form or another, emphasizes the fact that services and bibliographies are greatly required.

The Children's Literature Service at the National Library accepts the challenge, as a research library, to help fill this need.

NATIONAL LIBRARY CHILDREN'S PUBLICATIONS

Notable Canadian Children's Books/Un choix de livres canadiens pour la jeunesse. Revised and updated to include notable books published in 1973 and 1974. Revu et mis à jour, y compris les meilleurs livres parus en 1973 et 1974. Edited by/Rédigé par Irène E. Aubrey. Ottawa, National Library of Canada/Bibliothèque nationale du Canada, 1976. 94 p.

The first edition, published in 1973, was prepared by Sheila Egoff and Alvine Bélisle.

Notable Canadian Children's Books. 1975 Supplement. Compiled and edited by Irene E. Aubrey with the assistance of Elaine de Temple and Ann Keller. Ottawa, National Library of Canada, 1977. 11 p.

Un choix de livres canadiens pour la jeunesse. Supplément 1975. Liste rédigée sous la direction d'Irène E. Aubrey avec le concours de Marthe Laforest et Micheline Persaud. Ottawa, Bibliothèque nationale du Canada, 1977. 11 p.

Notable Canadian Children's Books. 1976 and 1977 Supplements. Compiled and edited by Irene E. Aubrey with the assistance of Elaine de Temple and Barbara Griffith. Ottawa, National Library of Canada, 1979. 19 p.

Un choix de livres canadiens pour la jeunesse. Suppléments 1976 et 1977. Listes rédigées sous la direction d'Irène E. Aubrey avec le concours de Marthe Laforest et Micheline Persaud. Ottawa, Bibliothèque nationale du Canada, 1979. 25 p.

Notable Canadian Children's Books. 1978 Supplement/Un choix de livres canadiens pour la jeunesse. Supplément 1978. Tumble format/Format tête-bêche. Compiled and edited by Irene E. Aubrey with the assistance of Elaine de Temple and Barbara Griffith. Ottawa, National Library of Canada, 1980 (English list). Liste rédigée sous la direction d'Irène E. Aubrey avec le concours de Marthe Laforest et Micheline Persaud. Ottawa, Bibliothèque nationale du Canada, 1980. (French list). 25 p.

Notable Canadian Children's Books. 1979 Supplement/Un choix de livres canadiens pour la jeunesse. Supplément 1979. Tumble format/Format tête-bêche. Compiled and edited

by Irene E. Aubrey with the assistance of Elaine de Temple and Barbara Griffith. Ottawa, National Library of Canada, 1981 (English list). Liste rédigée sous la direction d'Irène E. Aubrey avec le concours de Marthe Laforest et Micheline Persaud. Ottawa, Bibliothèque nationale du Canada, 1981 (French list). 28 p.

Animals in Canadian Children's Books/Livres canadiens sur les animaux pour les jeunes. List compiled by/Liste préparée par Irène E. Aubrey. Ottawa, National Library of Canada/Bibliothèque nationale du Canada, 1978. 16 p.

Pictures to Share. Illustration in Canadian Children's Books/Images pour tous. Illustration de livres canadiens pour enfants. Annotated catalogue prepared by Irene E. Aubrey to celebrate the International Year of the Child 1979. Catalogue annoté préparé par Irène E. Aubrey pour Célébrer l'Année internationale de l'enfant 1979. Ottawa, National Library of Canada/Bibliothèque nationale du Canada, 1979. 32 p.

Sources d'information sur les livres canadiens-français de jeunesse/Sources of French Canadian Children's and Young People's Books. Liste revue et augmentée, préparée par/Revised and enlarged list, prepared by Irene E. Aubrey. Ottawa, Bibliothèque nationale du Canada/National Library of Canada, 1980. 8 p.

Sports and Games in Canadian Children's Books/Livres canadiens sur les sports et les jeux pour la jeunesse. List compiled by/Liste préparée par Irène E. Aubrey. Ottawa, National Library of Canada/Bibliothèque nationale du Canada, 1982. 10 p.

SHARING LITERATURE FOR EFFECTIVE SOCIAL EDUCATION: THE EXAMPLE OF AFRICAN LITERATURE

Virginia W. Dike

This paper seeks to explore ways in which the sharing of literature from many lands can further the aims of social education. I have chosen to focus on social education because of the seeming intractability of the social problems facing us. Whether at the community or global level, relationships between society and its members, between individuals, and between groups pose dilemmas without easy solution. These relationships and dilemmas are the focus of social education, which strives to teach the young how to interact with others and live responsibly in society.

Among the many resources which can contribute effectively to social education is literature. Literature of varied origin can be especially valuable in providing the cross-cultural perspective necessitated by the interdependence of peoples and nations in the modern world. The example of African literature is particularly pertinent given the stereotyped view and limited knowledge most children outside the continent have of Africa.

This paper has its roots in my experiences as a high school teacher in the United States, and I will concentrate on sharing between Africa, particularly Nigeria, and the United States because these are the areas I know best. In teaching I found that American students had quite limited knowledge and negative views of other peoples and cultures. They needed only the slightest excuse to dismiss others as primitive, odd or disgusting. As Montaigne expressed it in the sixteenth century, "each man calls barbarism whatever is not his own practice." I have not found this attitude to be unique to high school students or Americans: tolerance eludes us, whatever its desirability.

A seemingly different view, but one which also obscures human similarities is the complete relativism adopted in some texts and learning materials: "This is their culture," period. It is not for us to question or criticize or

judge the ways of others, at least not openly. Secretly, of course, we may find their ways ridiculous, inferior or terribly wrong, but we mask this judgment under the guise of relatives.

I prefer the approach of Montaigne, who in his essay "On Cannibals" quoted above, went on to examine that society with an open and inquiring mind. He sought to evaluate its practices by what he saw as "the rules of reason" and bring the new perspective offered by this society to bear in evaluating his own. He saw that cultures differ and we should not condemn others simply because they differ from us; on the other hand, we share a common humanity and face certain basic problems whatever our culture. With this approach in mind, I wish to examine how African literature can further the aims of social education by helping young people to:

1. understand and appreciate the diversity of culture;
2. discover universals of human experience which transcend cultural barriers; and
3. gain perspective on the common problems confronting humankind today.

Why African Literature?

Literature is particularly suited to making other cultures more understandable because it deals with human relationships, with individuals and the problems and situations they face. Through literature we can more easily see the human reality behind the strange exterior. This is an advantage literature may have over visual materials, in which the superficial aspects of appearance may get in the way of empathy.

But why literature by Africans? I maintain it is extremely difficult for an outsider to have the full understanding which can make another culture seem natural. An insider can more easily convey a sense of the ordinariness, normalcy, the everydayness of a culture. He is more comfortable with the culture, and this is evident in his writing.

This problem can be illustrated by considering American children's books on Africa. American children are most

likely to have encountered folklore, since several excellent books have been created using African folktales, and often African motifs in the illustrations. These books are fine in themselves, but if the child sees nothing else, they will tend to reinforce the stereotype of Africa as a wild, far-off world of jungles and animals. He will have trouble relating Africa to the real world of here and now. On the other hand, the few "realistic" children's titles about Africa are not very realistic. They are certainly self-conscious. They either portray Africans as quaint and primitive, if noble beings, or the desire to teach children about life in Africa overwhelms the story. Books written for children in Africa by Africans overcome some of these difficulties, by relating stories about school, family or adventure with a matter-of-fact approach to the environment.

The opposite danger is that the story will be so "inside", so embedded in the culture that outsiders will fail to understand it or identify with the characters. This problem is minimized in early African fiction because the authors were writing for a foreign as well as local audience. At times they even fell into the earlier mentioned trap of explaining "how we do things in our culture." As the attention of African authors shifts more and more to an African or even national audience, the problem of suitability for export may increase. Assumed knowledge of a cultural background unfamiliar to non-Africans or the presence of local words, expression or dialects could limit the use of some titles beyond the intended audience. Be that as it may, many suitable titles can be identified and shared across cultural boundaries.

The Selection of Literature

In this paper I wish to explore African fiction from Nigeria and West Africa which is suitable for high school students in non-African countries. All are in English or in English translation from French. I have chosen general or adult fiction because this is the level with the widest selection of titles. There are few picture story books at the present and the quality of some titles is not very high. However, a few excellent picture books, such as How the Leopard

Got Its Claws by Chinua Achebe and John Iroaganachi (Nwamife) and The Magic Apple Tree by Ogbonne Alor (Fourth Dimension), have appeared in recent years. The winner of the annual award at the University of Ife Book Fair this year was a picture story book by the Ghanaian author Meshack Asare (The Brassman's Secret). Juvenile fiction is more plentiful because of the many readers series produced for upper primary and secondary school students. These books can be divided into such categories as school stories, adventure stories, folklore, family stories, and more recently cautionary tales. Some are entertaining and well-written, and could easily be enjoyed by children outside of Africa.

However, by far the greatest selection of literature of high quality is in fiction for adult readers. This body of African literature in English and French has developed over the last thirty years. The length (150-250 pages) and level of difficulty put them within the range of high school and in some cases junior high school students. These works portray a particular cultural setting from the inside, with attitudes toward the culture ranging from very favorable to extremely critical. At the same time, the characters and the dilemmas they face allow identification across cultural lines. They were selected in terms of themes relevant to young people and the aims of social education previously set forth. I have arranged selected titles under the four major themes:

1. Growing up.
2. Inequality and justice.
3. Conflict.
4. The individual and society.

1. Growing Up

"Growing up" subsumes several basic developmental tasks of adolescence. Among its varied aspects are accepting new roles and responsibilities, establishing one's identity, making crucial life choices, and growing away from dependence or entering into a new relationship with parents. It is these aspects of growing up, not primarily the reminiscences of childhood, that will be considered in relation to three books.

The African Child by Camara Laye (Guinea) is an autobiography in which a homesick young Guinean in Paris recreates an idyllic picture of his childhood. It is the most anthropological of the three and in fact has been used to provide information on growing up in Africa in social studies classes, as in Leon E. Clark's Through African Eyes. Laye describes himself as a five year old innocently playing with a dangerous snake, a child watching his father smithing gold, a boy going through the fear, pain and excitement of initiation, and an adolescent facing the inevitable separation from his parents and their way of life. The deeply personal nature of his account and the beauty of the language give The African Child much more impact than a dispassionate anthropological description. One of the most moving aspects of the book is the child's inevitable growing away from his parents and culture. After circumcision he is eventually allowed to see his mother but only from across a barrier. And when he goes home, a separate hut has been built for him. This does not, however, prevent his mother from monitoring his company and thoroughly embarrassing him before friends. The beauty of his childhood culture and his sense of loss is conveyed in his description of his father's smithing:

What were the words my father's lips were forming: I do not know; I do not know for certain: I was never told what they were. But what else could they have been, if not magical incantations? Were they not the spirits of fire and gold, of fire and air, air breathed through the earthen pipes, of fire born of air, of gold married with fire--were not these the spirits he was invoking? Was it not their help and their friendship he was calling upon in this marriage of elemental things?

The Only Son by John Munonye (Nigeria) is even more concerned with the mother-child relationship. Set in Igboland in eastern Nigeria, this story concerns Chiaku, a young widow whose whole life revolves around her only son. She sees her world crumbling as her son is drawn away from tradition to the new mission school and the teachings of Christianity. In the end she must begin a new life and leave her son to find his

own way. As Chiaku's brother expresses it, "let him go . . . The journey which has a beginning must have an end for him whose chi* is awake. One day we shall hear his story."

Like The African Child this book portrays an openly intense and loving relationship between parent and child. And both books evoke considerable sympathy for the parent's dilemma. These aspects may be slightly different from the experience of American children. But the tension of growing up and separating from parents is universal, even if the particular circumstances may differ. The Only Son in particular reveals the dangers of a mother living for and through children with no independent life of her own. The book also gives a vivid picture of traditional Igbo life and the conflicts brought by the coming of missionaries.

In Mission to Kala by Mongo Beti (Cameroons) Medza has just returned home after failing his final exams. He discovers to his surprise that even a failed scholar has great prestige and he is soon sent off to the remote village of Kala to retrieve a runaway wife. His "mission to Kala" becomes a journey to maturity. He finds himself envious of his carefree cousin and friends, who seem to possess all he lacks: physical strength and agility, sexual prowess, cordial parental relationships and the ability to enjoy life. His time in Kala is divided between entertaining the villagers with his learning, losing his virginity, and sporting about with his friends and cousin Zambo:

All the same, to be quite honest, Zambo played a very small part in the organization and arrangement of these festivities. This was because he had to comply with the orders of an authoritarian, a positively tyrannical father, who made him take his machete every morning and go off to the cocoa plantation, where he made an impressive noise for a while, and gave the general impression of working. We all know how much time can be wasted at that kind of game.

*Personal god.

His sojourn at Kala finally comes to an end, but he leaves a different person. For better or worse he cannot simply go home again but must set out on a new life. The book is extremely funny but finally poignant, again a story of change and loss.

2. Inequality and Justice

At first glance Slave Girl by Buchi Emecheta (Nigeria) might seem to be the female equivalent of the first theme, but it is a very different kind of story. It might be argued that the author is saying women have limited choices and are not really allowed to grow up, for this book treats among other things the oppression of women. Set in the early twentieth century, Slave Girl is the story of an orphaned Igbo girl who is sold to a relative by her selfish brother. From the quiet village life of a treasured daughter, she becomes a domestic slave in the household of a wealthy market woman. Eventually she returns home to marry, thus at least choosing her own master. The book gives a vivid picture of rural and urban life in early twentieth century Nigeria. It could be used historically for its depiction of domestic slavery in Africa, shown here as a relatively benign institution, which could be compared to that of the New World. It also presents a sharply critical view of society's treatment of women. Above all, however, it tells a moving story of misfortune and adaptation to circumstances. The characters are fully and sympathetically drawn and the author is remarkable in her ability to present events through the eyes of a child.

"Vengeful Creditor", a short story by Chinua Achebe (Nigeria) also concerns a small servant girl, but the setting is modern Nigeria. The story begins with the government's announcement that primary education will be free. This brings untold difficulties to the middle class Emenike family, as their servants leave one by one to go to school. Fortunately, in the eyes of the Emenikes, the experiment soon fails. (The satire of the debate on this is devastating). They soon acquire one of the dropouts, ten-year old Veronica, as their new baby nurse. In their eyes they have done wonderfully simply by removing her from the wretched poverty of her mother's hut.

And at first this is enough, together with the promise that she will later be sent to school, a promise only she takes seriously. But as time goes on she begins to compare herself to the Emenike children:

In the first months this envy was very, very mild. It lay beneath the joy of the big going away from the village, from her mother's drab hut, of eating palm-kernals that twisted the intestines at midday, from bitter-leaf soup without fish. That going away was something enormous. But as the months passed the hunger grew for these other little daily departures in fine dresses and shoes and sandwiches and biscuits wrapped in beautiful paper napkins in dainty little school bags.

When she feels the baby she cares for is blocking her chance to go to school by his failure to grow up fast enough, Veronica becomes a "vengeful creditor" and tries to cause his death. Achebe makes one feel that whatever the horror of her act, it is the terrible injustice of social inequality, the gulf between rich and poor that could bring about such tragedy. As Veronica's mother exclaims: "It is only when the children of poor widows like me want to go with the rest that (education) becomes a craze." The issues it raises should cause soul searching for privileged classes in Nigeria and any other country, and could be applied on a larger scale to the haves and have-nots of the world.

In God's Bits of Wood, Sembene Ousmane (Senegal) relates the theme of inequality and social justice to a struggle of epic proportions. His novel is based on the 1947-48 strike by railway workers on the Dakar-Niger line, an event that was both a strike for improved labor conditions and against colonial indignities. The people's ability to endure hardships and suffering and to persevere against all odds brings them eventual victory. The strike brings not only victory against the colonialists but results in change within the family and community. Through their struggle both women and men attain an enhanced role and new confidence and dignity. The book affords interesting comparison to other revolutions and labor

movements, and to changing roles of the sexes today. It looks at such very basic questions as: What causes change? What brings about a successful revolution?

3. Conflict

The Great Ponds by Elechi Amadi (Nigeria) is a novel set in Igboland in the early twentieth century. It tells the story of a ruinous war between two villages over fishing rights. In the beginning everyone is full of enthusiasm; the war is seen as a welcome opportunity to prove one's manhood and vindicate village honor. But as time goes on and the toll mounts, some begin to have second thoughts. The toll is multiplied by the onset of the Great Influenza of 1918, which is first interpreted as the judgment of the gods. The Great Ponds then is a pointed lesson in the futility of war. To emphasize the point, events take such a turn that in the end neither side is able to use the pond. By placing the action in 1918, Amadi draws a direct parallel between the events in two obscure villages and the Great War engulfing the world powers at the same time. Recent events have drawn another parallel in the Falkland Islands conflict. It is the same process: conflicting claims to sovereignty, appeals to national pride, patriotic enthusiasm, the intrusion of the grim reality of war, and the inability to halt the seemingly inevitable drift toward war.

Eventually in The Great Ponds a truce is achieved in which one man takes on the judgment of the gods through an oath. The focus of conflict then shifts to his personal struggle against his doubts and fears and against unknown forces he cannot comprehend:

The Pond of Wagaba--who were its rightful owners? It was one thing to argue eloquently in public in favour of his village, and another to stake his life over the truth of his arguments . . . He tried to recall all he knew about the Great Ponds . . . The chief he said: '. . . That you have not challenged us for thirty years is proof enough that the Pond of Wagaba belongs to us.' Olumba wondered whether Ogbunabali the god of the night would recognize

this time factor. How did the gods reason anyway? True, they dispensed justice impartially, but this impartiality was based on arguments which at times could be untenable from the human point of view.

He discovers that "the pains of the mind are often harder to overcome than the toughest of human enemies." The setting is particular and very alien, but the human reactions are so familiar. Moreover, the themes of the nature of war and the struggle against fear are relevant to any time and place.

There are many other facets to the theme of conflict. One is the conflict between cultures brought about by colonialism and the introduction of Christianity. Aspects of this were portrayed in The Only Son and God's Bits of Wood. This is the major theme of Achebe's well-known novels, Things Fall Apart and Arrow of God. Another type of conflict, that between an individual and his society, will be considered as the next theme.

4. The Individual and Society

This is such a common and diversified theme in African writing that I have divided the discussion into three subsections.

A. The Nonconformist.

Danda by Nkem Nwankwo (Nigeria) is the amusing portrait of a rebel, a young man who flouts society's conventions and gets away with it, mostly due to his charm and exuberance. He is known throughout the village for his music, jokes and escapades. Refusing to accept social demarkations, he maneuvers a ride in his rich relative's car and joins his important guests in the parlor. When they fail to applaud his fluting, he burst out:

Why are we so solemn? Why are we dressed up? Have we forgotten how to stand on our heads? Danda stood on his head and waved his legs in the air. Why don't we eat pepper? he said as he regained his feet. No, I am not drunk. But why are we dumb. Dance, shout, laugh. Eat pepper. Shake hands!

He is later persuaded to join the church, but he misses his baptism when he detours to a feast to drink palm wine. "Have you finished the water of God?" He quips when the churchmen come looking for him. He carries a staff permitted only to titled men and refuses to accept sanctions. When his father arranges a painful scarification ceremony for Danda as a prelude to title-taking, Danda leaps to freedom, only to return, exuberant as ever, to claim his inheritance.

Danda is unusual in his ability to get away with defying societal norms. While the author's touch is light and the book very funny, he uses Danda to point out the deficiencies of society and pretensions of its members.

B. The Marriage Question

Toads for Supper by Vincent Ike (Nigeria) concerns the plight of Amadi, an Igbo university student faced with the choice of a marriage partner. His parents have long since arranged his marriage to the daughter of friends. But while at university, Amadi is attracted to a beautiful fellow student with who he can relate on a more equal basis. Unfortunately, she comes from another ethnic group, which makes parental approval impossible. To further complicate matters, he foolishly gets into a compromising situation with a good-time girl, also non-Igbo, who accuses him of fathering her child. Even when this threat passes, he wavers between the other two women, bringing suffering to everyone.

Amadi is an approachable, sympathetic character who reacts inadequately under admittedly tremendous pressures. The problems he faces are cross-cultural: developing relationships with women, choosing a marriage partner, living up to parental expectations, and balancing his responsibilities to himself and others. The intensity of the pressure, however, would vary from culture to culture.

Other books deal with this theme, and likewise, love fails to conquer all. No Longer at Ease by Chinua Achebe (Nigeria) shows a young man recently returned to Nigeria trying to keep his ideals, maintain his lifestyle and withstand pressures from his townspeople. He falls in love with an admirable woman from his own ethnic group but belonging to a slave caste. Obi, too, capitulates to parental opposition,

but the struggle destroys him. A third book, The Bride Prince by Buchi Emecheta (Nigeria) portrays the same problem from the woman's side. Akunna falls in love with her slave-born teacher. She goes through with the marriage, but in the eyes of the villagers her death in childbirth is the punishment of the gods.

C. Corruption

Kinsman and Foreman by T.M. Aluko (Nigeria) relates the problem of corruption to the conflict between personal ideals and family pressures. On returning to Nigeria, Titus is commended to the care of his older kinsman and the employee Simeon; he is told: "let the eyes of Simeon be your eyes from this day on; let his hands be your hands." Titus soon discovers his mentor is shamelessly corrupt, yet is regarded as a pillar of the church and community. When Titus declines to follow along and even tries to curb Simeon, he is seen as an ingrate and a troublemaker. He manages to retain his integrity without going to heroic lengths against his kinsman, who finally confesses all in a fit of religious hysteria.

The Beautiful Ones Are Not Yet Born by Ayi Kwei Armah (Ghana) also takes up the problem of corruption. The honest man is condemned by all, most painfully by his wife and mother-in-law. Regarded as a failure by others, the man simply goes his way observing the antics around him with a certain sad detachment. He is, however, vindicated, at least in the eyes of his wife, when the corrupt politician held up as a model comes groveling to him in fear for his life. The book is outstanding in its painful comparison of rich and poor and a devastating attack on pretention and materialistic values.

Steps to be Taken

These then are examples, by no means exhaustive, of African literature which could profitably be shared with other lands. It remains to look briefly at some of the steps to be taken in fostering this type of literature sharing.

1. For literature to be shared, it must be produced, published and distributed. So the first step is to encourage the growth of literature in third world countries where the book industry is in its infancy. Fortunately good progress is

being made, at least in Nigeria. A central problem facing African publishers is the inadequacy of bibliographic control and of the marketing and distribution network. Many books, particularly of indigenous publishers, are not known or easily acquired, even in their own country, still less in other African countries and beyond. Steps in this direction would enable available literature to be known and shared over a wider area than is now possible.

2. Once the books are available, a major problem is identifying those books from each country with wider interest and relevance. This will best be a cooperative effort between educators and librarians in the giving and receiving countries. From their knowledge of their country's available literature, specialists in the field would select possibilities for export, as I have attempted to do here. These selections would have to be reviewed by educators and librarians in the receiving country to verify whether books would indeed be suitable in terms of language, understandability, interest and relevance, or whether some might present hidden problems not evident to people outside the receiving culture. In other words I am recommending joint bibliographic projects between various countries.

3. Once the books have been identified, it remains to think through ways of incorporating them into the curriculum. One can overemphasize the formal aspects of this. Encouragement of individual reading of a wide range of literature through annotated lists, displays, book talks, or references in class affords an informal means of educating through literature. That is, students would read such novels by choice, primarily for pleasure.

As for more formal study, several approaches are available. First, while I am focusing on social education, African and other novels (as well as poetry and drama) could equally be studied as literature. In the area of social education, the approach might be regional or thematic. For instance, a primary use would be in African and Asian studies. Here the literature would be considered primarily for the information given and understanding afforded of another culture. Achebe's novels and The African Child are examples

of this anthropological use of African literature. In a course for high school seniors in the United States, I used No Longer At Ease, The Beautiful Ones Are Not Yet Born, The River Between by Ngugi Wa Thiong'o of Kenya, and the Indian novel Nectar in a Sieve by Kamala Markandaya to look at African and Indian cultures and to explore some of the problems and realities of modern times. In many cases selections from novels and the use of short stories lend themselves better to classroom use. Of the books considered here, The African Child, The Only Son, The Great Ponds, Danda and Toads for Supper give the most complete picture of the traditional culture, as well as Things Fall Apart and Arrow of God, which were mentioned briefly. Historical developments such as domestic slavery, the introduction of Christianity, colonialism and the conflict of cultures as well as current problems are treated in such books as Slave Girl, God's Bits of Wood, The Beautiful Ones Are Not Yet Born, and those listed above. Through such books young people may come to understand and appreciate the diversity of culture and discover universals of human experience which transcend cultural barriers.

The thematic approach is probably less common but equally fruitful. The emphasis here is on the universals of human experience and the common problems confronting humankind today. Some of these problems (growing up, the individual and society) are part of the human condition; others are especially pertinent to the modern world (conflict of cultures, change). A particular theme would be treated cross-culturally in recognition of the interdependence of peoples and nations and the world-wide extent of most problems facing us today. Sharing literature in all these ways can enhance young people's understanding of others, of pressing human needs and concerns, and of present-day social realities, thus equipping them for more effective citizenship in today's world.

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IMAGES OF CANADA IN INUIT AND INDIAN LITERATURE FOR CHILDREN

Jeanne Henry

Canadian Inuit¹ and Indian folktales are strong and full in the picture of the cultures which they portray. They are more than symbolistic compendium or aetiological conjecture; they stand as stories that were an integral part of daily experiences and of the focalizing forces of the community. They were the instrument used for carrying forward traditional content of the society while at the same time disciplining thought and activity into acceptable patterns. This patterning through tale shows, in many cases, the attempt to understand the nature of the reality of a physical world that was in many of its faces, inexplicable and unknowable. An approach to the folktales of the Inuit and Indian, therefore, must relate philosophical content to the cultural and ideological framework of the people. Quite simply, the folktale is the most productive way of explaining the profundity of their cultures and in turn the reflection of Canada.

The aim of this paper is, consequently, threefold: to look at Inuit and Indian folktales within traditional literary boundaries; to acquire a feeling of the culture from which they arise; and to share in understanding something of what Canadian native folklore contributes to the world of the child reader.

As part of the whole of folkloric tradition, Canadian Indian and Inuit tales are oral in their beginnings. One fascinating feature of these tales is that they are the product of a living oral tradition that is still being transmitted and transmuted through the popular imagination. Many tales have

¹The name most often given to the people of the extreme northern edge of North America is "Eskimo". This is an Indian word meaning "eaters of meat", a title imposed from outside and one which they do not like. They refer to themselves as "the Inuit" which means simply "the people".

probably been lost to us since storytelling as an art form has been, variously, over the past forty to fifty years, considered as essential neither for entertaining nor didactic purposes. What is possible is that story may have died with teller. As well, some stories simply are not shared with non-natives. There is a privacy to the content of some myths and non-natives can only respect that privacy.

But of the tales that have come to us, whether told in a longhouse, igloo, teepee, or more commonly today, in a prefabricated bungalow, they still depend on the inflection of the human voice and the interaction between teller and audience for their effect. It is this interaction that makes them vital and demanding. In some tales, Inuit in particular, the telling process requires active participatory response from the listener. Songs, shouts, and dance are expected components; conversely other Inuit tales are intended to put their listener to sleep for they are to be told in a droning tone, allow for no interjections, and procede for an interminable length of time. Ideally, in this kind of tale, the sooner the audience is asleep the more effective the telling has been.

Something must be understood, briefly, of the story telling event in order to understand more clearly the content of the tales as well as the difficulty in rendering them useful for non-natives. Many of the tales of the Inuit seem to have originated from distinct sources: there are ones of hunting and adventure including voyages and incidents of the ordinary daily life. These are populated with caribou, ptarmigan, walrus and seal. They may tell about ice flow, tundra or blinding snow storms. But the incidents become story when someone who has recounted these episodes in his life does so in a pleasing manner so that it is taken up and repeated, with various additions mainly of a supernatural character, to finally become fixed in the tribal folklore. Thus, over generations, a tale can become stable with a matter-of-fact background of the ecology of the area coupled with mysterious monsters, supernatural helpers, and elements of the mystical journey of the Shaman. Conservatism of the Eskimo, in regard to the retention of facts within the folktale, is clear in the retelling: the teller was not allowed to add incidents or to

mix up the story in any manner. All listeners were acquainted with the minute details of their folktales and made corrections if deviations occurred. Yet the ultimate form as it came to the non-native appeared aimless, as if the narrator were making it up as he went along.²

This rough-hewn quality can cause problems for the modern reader or listener. There is an artlessness to the tale's structure: to an ear tuned to the cyclic pattern that binds together the incidents of an European tale or to the same ear used to the structural pattern that builds toward a climax, incorporating sub-tales that reinforce each other, the Inuit tale can be difficult to tell orally and almost impossible to recall. Its oral, unsophisticated nature is characterized by a rambling unconnected form including many inconsequential events. Episodes are strung together with little attempt at establishing cause and effect. Characters may be so simplistically presented as to lack proper names and setting is not elaborated upon: why should one add flesh to the bones of locale, or religious and social convention when the audience is already familiar with it. To translate these 'texts' offers particular difficulties:

Now the lamps are made to burn low; the story-teller strips off his outer jacket and retires to the rear part of the hut, facing the wall. He pulls his hood over his head, puts on his mittens, and begins in a low chant, first singing slowly, then with increased rapidity, in a monotonous recitative, until he comes to one of the songs which are frequently interspersed between the tales . . . the words being often rather trifling, the sentences abrupt, and the author presuming the audience to be familiar with the whole subject of the song, and able to guess the greater part of it. According as euphony and cadence require, the words are sometimes abbreviated almost to interjections, sometimes lengthened by rare or obsolete affixes, the meaning of which is not understood by the present generation, while occasionally words of the peculiar Angakok speech and of magic spells are interspersed.

²Franz Boaz, "The Folklore of the Eskimo", Journal of American Folklore, vol. XVII, pp. 1-13.

The fact that the tales appear to lack both form and pattern, however, can be a part of their delight. We can share, this very day, a closeness to their original form. They have not, in many instances, been adapted, edited, adulterated, remythologized or transformed in shape so frequently that they are unrecognizable in terms of their origin and the peoples they represent. There is a naiveté to them that is delightful and refreshing. A boldness characterizes them that eliminates embellishments and gives them a form of directness that can be both arresting and fascinating. They do not have behind them the literary history of the European tale which polished and refined the original crude form. We must constantly watch for those attempts to Europeanize these tales.

The foremost example of a tale seminal to Inuit life, and indeed, the only tale that is common to Inuit tribes from east to west (although it is very much fragmentary in most areas other than the Central Region and Greenland) is the Sedna tale. It is complex in its mythology but ultimately reflects the Inuit form of storytelling: it is many layered, intricate yet powerful in the minimal images it uses. Above all of this is its thematic essence: the dual and dependent relationship that the Inuit have with animals. It is not cosmogonic; unlike Indian tales there are very few Inuit tales that tell of the creation of the world. Indeed, creation of the world is not the issue; survival in it is. Reality is ice and snow, an abundance of food or absence of it, weather conditions that allow hunting or starvation. But beyond this immediate physical reality is a powerful spiritual world that conditions the ultimate survival of the Inuit. This spirit world is ruled by Sedna, sea goddess, who controls the animals of the deep. There is an intimate relationship between her and the people of the north, based on many rules and regulations which had to be strictly obeyed at all times in order to appease her. If a taboo had been broken or disregarded,

³Franz Boas and Henry Rink, "Eskimo Tales and Songs", Journal of American Folklore, vol. I-II, p. 123.

Sedna would, quite simply, become enraged and cause hardship by withholding the animals of the sea. The seals, the walruses, the whales had once been part of her. As she was dismembered, the joints of her fingers fell to the ocean floor becoming the various sea creatures, finally to be joined by Sedna herself who became all powerful over them. Why should she release them if she had suffered transgressions. She must be appeased: sins are established and confessed; order and peace are restored. This traditional belief in the sea goddess stemmed from a need to understand nature and her elements; essentially Sedna represented the basis of the Inuit's existence. In that sense, what appears as a straightforward tale, is really not so, since the myth reflects profound attitudes toward both life and death.

What we are looking at is a thoroughly metaphysical tale that examines the problem of maintaining order and harmony in a world that does not admit of it very easily. But this is not essentially what young readers take from this tale. They take a whole new frame of cultural awareness including the ideas of transformation, of tabu, of the sanctity of animal life, of the struggle for survival, of violence associated with that survival, and an insight into the power of a supreme being. The major problem in this tale is not one of story, but one of textual and philosophical implication: often children's versions of Inuit tales are bowdlerized and censored either by ill-informed editors, translators, or even native writers. Various aspects of the pre-contact culture may be viewed as offensive or embarrassing and be deleted. Intricate plots are simplified. Stories like the Sedna myth are levelled and distilled, leading to the misconception that all native oral tradition is simple minded. Folklore items are treated as quaint, isolated oddities, with little or no consideration of their position in a larger system - whether in the native social context or in the context of folkloric theory. But given an awareness of and sensitivity to the oral character of the Canadian native tales, an appreciation arises for the reflections they offer of the concrete, and abstract, aspects of a culture. To this end the tales include superstitions, marriage, birth, and death customs, medicinal

practices, as well as games, dance and song. Permeating this offering is the view that animals are the superior beings; they have souls, language, power of transformation, and enjoy the dependency of man. The whole world of nature is animistic, saturated with spirit: fire, wind, water and thunder have conscious force. Survival depends on the relationship one establishes with the natural, uncultivated world. George Clutesi explains the role of the Indian folktale:

Quaint folklore tales were used widely to teach the young the many wonders of nature; the importance of all living things, no matter how small and insignificant; and particularly to acquaint him with the closeness of man to all animal, bird life and creatures of the sea. The young were taught through the medium of the tales that there was a place in the sun for all living things.⁴

One beautiful west coast Indian tale exhibits the interconnectedness of man and animal in a physical and spiritual way while at the same time reflects the cultural rituals and tabus associated with killing game. This is the first story in Christie Harris' Once Upon a Totem. She titles her version "The One-Horned Mountain Goat", but the tale can be found in Diamond Jenness's The Corn Goddess, in Marius Barbeau's "The Downfall of Temlaham" and in several other sources as well. Harris begins her tale in an atypical manner according to Indian folklore because she identifies her hero by name and gives him a consciousness that is to become a key part in the working out of the broken tabu. The tale opens with the excitement of the impending ritualistic goat hunt. Not only is the hunt of a ritual pattern, but in epic fashion Du'as, the young hunter, is prepared for his adventure and warned by his grandfather:

⁴George Clutesi, Son of Raven, Son of Deer, (Sidney, B.C.: Gray's Publishing, 1967), pp. 9-10.

"You have prepared yourself with proper fasting? the carver asked. And bathed, Du'as? And drunk the juice of Devil's Club for power?"

"Of course I have, Grandfather. What hunter would neglect the rites that nimbled his feet and strengthened his hunting magic?"

"And you will remember the sacred laws of life when you have killed the white goats?"

The boy's eyes lost their shine at this stern question. Those old laws about the goats! Grandfather could never understand how hard they were to keep these days.⁵

The hunter's code that Du'as, like other hunters, must follow, is to kill enough for human need, never for vanity or selfishness. Yet the code is broken, goats are wastefully killed, and a kid is finally brought home for the village children to taunt and abuse. Though the breaking of tabu seems to go unpunished for some time, there appears, one day, four messengers who invite the tribe to a feast on Stek-yaw-den Mountains:

Their faces were painted red and white, as was the proper custom. They wore the proper twisted-red-cedar bands around their heads, topped by black raven feathers. Their cloaks were of mountain goatskin (p. 20).

The strangers' invitation is accepted, the journey undertaken and the welcoming ceremonies begun: drumming and dancing rise to such a pitch that in the mesmerizing frenzy the "prince" of the tribe is transformed to a goat, kicking and striking at whatever he approached. The invited guests are crushed in the ensuing landslide except for Du'as, saved for having rescued the young goat that was being abused earlier.

⁵Christie Harris, Once Upon a Totem, (Toronto: McClelland and Stewart, 1913), p. 7.

This tale has several motifs that can be found in European folktales as well, but the chief one of luring away an enemy with food in order to punish him is here given a vivid, imaginative dimension that calls on all the forces of a metaphysical awareness. It is a powerful tale saturated with cultural values; here, is a glimpse of law, festival, dance, hunting practise, and a philosophy that cannot condone waste.

Dance and transformation are consistently a part of Indian tales. It is the young A-tish-mit of the West Coast tales who, also in the frenzy of a tribal dance, ignites the concealed sticks in his knee bands and succeeds in stealing the essential fire from the enemies of his people. It is Nanabozo, of the central Canadian tales, who turns himself into a small bedraggled rabbit in order to steal fire for his people from the magician and his daughter who jealously guard it. It is Raven, a Northwestern trickster figure, who changes himself into a pine needle in order to avoid detection and ultimately to get himself into the tent of the chief where he steals the stars for those of his own tribe who have no light.

The element of transformation is important in Inuit tales as well, but here the use of the mask is more commonly used for identity change. It is a common artifact to both Inuit and Indian cultures but is given graphic proportions in many of the Inuit tales, for a mask is not merely decorative, but spiritual in its dimension. It facilitates union between man and the invisible spiritual quality, the inner vitality, of an animal. Essentially then, what it attempts to do is give visual form to the invisible, thus it is carved and worn with the conviction that it portrays something not only of the animal's life and habits but of his inner being. That, of course, is why Raven, in Melzack's Why the Man in the Moon is Happy, wears a longbeaked mask in the cold clay world that he is thrust into. As he searches in the darkness for other forms of life he puts his hands on his face and feels his mouth, his nose, his eyes, and his ears. And then on his forehead he feels a long beak, attached as a mask, hinged, and different from the rest of his face.

He slid it down over his nose and mouth. When it was there, his arms felt lighter - they were covered with wings of soft feathers. Raven moved his beak up to his forehead, and the feathers slipped back and formed a wing-cape around his shoulders (p. 3).

The imagery and action are concrete, graphic, and beautiful.

Raven is a character that figures in many of the west coast and northwestern Arctic tales. He is not only creator, benefactor, and protector, but trickster as well. He is part of that list of similar characters which include Glooscap (Micmac), Napi - the Old Man (Blackfoot), Coyote (Woskun Plains), Wisakedjak (Cree), Nanabush (Ojibway), and Nanabozo (Chippewa) who come from the mythological past as supernatural culture heroes. They perform many deeds including the provisioning of fire and light, alternation of the seasons, assignment of particular characteristics to some animals, and, in the case of Glooscap, creation of man and woman from Aspen trees, trees indigenous to Canada. What these characters represent is never a single, dependable, benevolent deity, but a polarity: "creator - destroyer; intelligence - stupidity; power - impotence; good - evil".⁶ Quite simply, they are never consistent. Such characters can provide both delight and puzzlement for young non-native readers, but above all, they allow a sharing in the natural world that gives background to the tales because they are such enticing characters.

An additional thought needs to be elaborated upon from the point of view of the native, rather than non-native, child which will add to an understanding of Canadian Indian folklore. This point of view comes from George Clutesi in his introduction to Son of Raven, Son of Deer. He points out that a native child has difficulty in responding to the white man's tales "that are too often tragic, injurious and harmful and frequently foster anxiety in the childish mind" (p. 11). As

⁶James R. Stevens, Sacred Legends of the Sandy Hill Cree, illustrations by Carl Ray, (Toronto: McClelland and Stewart, 1971), p. 7.

an example he suggests that in the age old nursery tale of Jack and Jill, the two characters go to the top of the hill for water. Any Indian child knows that water is always found at the bottom of the hill. Not only do they go in the wrong direction but they both fall down and injure themselves. Clutesi's particular concern is about the Indian child whose bewilderment comes from accepting these tales as folklore stories of the whiteman, "and therefore the truth since he is no longer able to hear many of his own people's folklore tales". The Indian's whole historical relationship has been between himself and the natural world around him, yet in recent generations this holistic approach to life has been broken; the circle, the interconnectedness of things is disturbed. The concern for disruption, as well as spiritual subjugation is not only Clutesi's but Norval Morriseau's.

Morriseau is an Ontario Ojibway and like other Indians of his own generation and earlier, learned the ancient tabu that the sacred tribal myths and legends should not be given concrete form either as literature or art. But in 1959 Morriseau was visited in an explosive dream by the sacred Thunderbird. A special mission became his to break the tabu. Under the promised protection of the Thunderbird the sacred myths and legends should be set out for everyone, Indian and non-Indian alike, to see. Morriseau began to paint his visions and ultimately his versions. What we see in Morriseau's art and in the art of other Indians who began to explore their own creativity is an expression of a mature spirituality. Their power source forces them to reestablish the grandeur of their own past. What is given a concrete form is not a personal, introspective solution to the question of the artist's own relationship with the world but a solution held by the tribe or community. The illustrations, then, that enhance and expand the collections of tales, is a visual form of community belief. They are an integral part of the tales for they also mirror the events of Indian traditions. Modern Indian artists have developed an iconography based on legend that is helping a new generation to reach back to an almost forgotten past.

Inuit art has given a new understanding to the central experiences of their life as well. While many of the Inuit

carvings and prints exist as momentary story, other art work elaborates the tales, and since most of the tales are about animals, the illustrations are of the creatures of the hunt and their spirit world. But the illustrations are not mere decoration here either. They show an attitude of mind; how the Inuit has to handle his world and himself, always at the mercy of indecisive natural forces. Life informs art; a collection of Inuit tales, illustrated with the vitality, concentration, and immense pressure of purpose of the Inuit artist, to be shared by native and non-native readers, is a gift offered to a highly stylized, mechanized world.

Canadian native folktales open a door on a world that is fascinating both in its familiarity and its strangeness. There are differences between native tales and their European counterparts but native tales take their place in the world commonality of the oral tradition. Children share in the myths, epics and folktales of people whose philosophic and spiritual world can stretch the child imaginatively and emotionally. Canadian writers are aware that honest adaptations of the tales must be faithful to native cultural values and offer narrative power in the oral tradition. This sense of style must reflect the fluid, organic form of the tales; it must be a creative artistry that communicates their freshness, sense of wonder, directness, and power.

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A COMPARATIVE STUDY OF JUVENILE FICTION DEALING WITH THE SECOND WORLD WAR

Anne Taylor

Who live under the shadow of a war,
What can I do that matters?

Stephen Spender

It is interesting to note that while relatively little adult fiction has been inspired by the Second World War - Olivia Manning's The Balkan Trilogy and Leon Uris's Exodus come to mind as exceptions, and, more recently, Secret Places by Janice Elliott - there has been a steady stream of novels written for the age range roughly eleven to fifteen, mostly published during the late 1960's and 1970's. One might ask why so much has appeared so long after the event. Is it a case of 'emotion recollected in tranquillity', is it that those who grew up under the shadow of a war now present their memories honed down by time, or is it that they feel that they have a moral vision or attitude to pass on to the young? Hans Peter Richter, writing in the 1970's, is quite clear about his conviction of the necessity for him to write and express exactly what happened during his boyhood in Germany:

When the war broke out, I was fourteen years old; when it ended I was twenty. I was a soldier for three years. I thought that the things I saw and the things I did were justified because no one spoke out openly against them.¹

Catherin Storr, in an article in The Cool Web, also acknowledges the importance of our sharing with children the reality of the evils they will encounter in the adult world while at the same time preserving a faith in the goodness and courage and essential humanity of individuals within that world:

¹Epigraph to The Time of the Young Soldiers, by Hans Peter Richter (Kestrel Books, 1976).

. . . it can be tempting to identify the horrors of war with the bestiality of the people you are fighting or to attribute the misery of poverty to the heartlessness of the rich. But neither Ian Serraillier in The Silver Sword nor Paul Berna in They Didn't Come Back has vilified people; in both these books about the aftermath of the last war, it is made clear that it is the international situation that separates families, raises suspicions between friends and neighbours, and sends the innocent to be slaughtered . . . No child is going to have nightmares about the characters in these books, but any child might learn from them something of the nature of the impersonal evils he may encounter.²

Wilfred Owen, writing about his own poetry of the First World War, stated that "all a poet can do today is warn. That is why the true Poets must be truthful", and it seems to me that many, but by no means all, of these contemporary novelists who have written for the young do try to warn and to be truthful. Sentimentality there is in some of the novels, there are contrived endings, incredible coincidences, and there may be some stereotyping in the characterization, but on the whole what these novelists have to say is worth sharing with the young people of this generation.

Another noteworthy point about interest in the Second World War is the fairly recent spate in Britain of television serials on the subject: the outcry produced by the showing of Holocaust has tended to obscure the less harrowing Secret Army, dealing with resistance to the Nazi invader in Belgium, and Enemy at the Door, set in the occupied Channel Islands.

In this paper I plan to look across countries, dealing with the treatment of a selection of themes and looking for similarities and contrasts in experiences and reactions to them, examining emotions and relationships which take on peculiar intensity in time of war, and problems such as the Jewish

²The Cool Web, the Pattern of Children's Reading, by Margaret Meek, Aidan Warlow, Griselda Barton, editors (The Bodley Head, 1977), pp. 124-125.

predicament, the bombing, the threat of invasion, evacuation, and the ever-present fear of spies in the community. The booklist of selected fiction is, however, arranged under the country in which the story is set.

Inevitably in Britain the war became a theme for fiction and a centre of interest for children's comics during the 1940's. The Dandy featured a comic strip about Hitler and Goering, 'Adolf and Hermie, The Nasty Nazis', the Girl's Own Paper and the Boy's Own Paper adopted a patriotic tone, and Biggles and Worrals came into their own. Girls' school stories, a perennial favourite, acquired spies and Quislings and added worthy war work to the pursuits of the healthy young heroines. William Brown, the eleven-year-old hero - or anti-hero - of Richmal Crompton's series of William books, throws himself into the war effort with characteristic enthusiasm. Gas masks fascinate him, especially as he is forbidden to play with his, and he imagines the adults indulging in exciting games:

I bet they (the adult A.R.P. workers) bounce out at each other in their gas masks, givin' each other frights. I've thought of lots of games you could play with gas masks but no one'll let me try.

Likewise the 'JUNIER BRANCH' of the 'AIR RADE PRECORSHUN' is doomed to failure, and all activities are forbidden after a rehearsal for a gas attack takes place on the lawn:

Ginger's mother . . . came upon the disgraceful scene - a wild medley of naked boys on the lawn, wrestling and leaping about in the full play of the garden hose, manipulated by Ginger. Their clothes, which they had flung carelessly on the grass beside them, were soaked through . . .

When William's unprepossessing brother, Robert, becomes a second lieutenant in the army William is quick to boast of "Robert's imaginary capture of Hess and his plans for the downfall of Hitler."³ But this was Britain in the early

³Women and Children First, by Mary Cadogan and Patricia Craig (Gollancz, 1978), p. 222.

years of the war, the phoney war, and the English sense of humour, and of the absurd, was quick to see the possibilities of fun in the goose-stepping Nazis and the fish-and-chip shop Wops. William, no linguist, laughs scornfully at the title of 'Herr' Hitler, insisting that by any laws of gender, biological or grammatical, the correct form must be 'Him'. Cockney children evacuated to Williams' rural environment face his mockery of their ignorance of country ways. '"What's grass?" asked William morosely.'

In Britain, the word 'evacuation' was used for the government policy of removing children from the dangers of air raids in the big cities to a safe haven in the country. A horrifying play, written for adults, No Room at the Inn, by Joan Temple, dealt with the cruelty and perversion some children encountered in their new home, or 'billet' as it was called, and stories, real or fabricated, abounded about the experiences of the evacuees. Most of these town bred children were unhappy in their new environment because of its very strangeness and they missed the shops and the cinemas of home. Delightful as is R.S. Thomas's poem, The Evacuee⁴, one feels that there were many children who failed to respond to the kindness of the country hosts:

She woke up under a loose quilt
 Of leaf patterns, woven by the light
 At the small window, busy with the
 boughs
 Of a young cherry; but wearily she
 lay,
 Waiting for the siren, slow to
 trust
 Nature's deceptive peace, and then
 afraid
 Of the long silence, she would
 have crept
 Uneasily from the bedroom with its
 frieze
 Of fresh sunlight, had not a cock
 crowed,

⁴A Choice of Poets, ed. by R.P. Hewett (Harrap, 1968), pp. 303-304.

Shattering the surface of that
 limpid pool
 Of stillness, and before the
 rippled died
 One by one in the field's shallows,
 The farm woke with uninhibited din.
 And now the noise and not the silence
 drew her
 Down the bare stairs at great speed.
 The sounds and voices were a rough
 sheet
 Waiting to catch her, as though she
 leaped
 From a scorched storey of the charred
 past
 And there the table and the gallery
 Of farm faces trying to be kind
 Beckoned her nearer, and she sat down
 Under an awning of salt hams.
 And so she grew, a small bird in the nest
 Of welcome that was built about her,
 Home now after so long away
 In the flowerless streets of the drab town.
 The men watched her busy with the hens,
 The soft flesh ripening warm as corn
 On the sticks of limbs, the grey eyes clear,
 Rinsed with dew of their long dread.
 The men watched her, and, nodding, smiled
 With earth's charity, patient and strong.

David Rees's novel, The Missing German, set largely in Devon, opens with Simon's arrival at Softlygap Farm in Bideford, a scene reminiscent of the R.S. Thomas poem:

A taxi took him to the farm. He stood in the warm kitchen, the long low room rocking gently about him as if he were still on the train. Kind faces spoke to him in strange accents. There was a smell, new-made bread perhaps, mixed with the mustiness of an old church. It was quieter than anything he had ever know.

The sun woke him early, splashing a square across the wall opposite his bed and lighting up an old-fashioned dresser on which stood a china bowl and jug.

In Wraggle Taggle War, by June Oldham, some London children are evacuated to Lincolnshire in the autumn of 1940.

The children arrive by bus, drained of all emotion by their long journey, to be met by the hostile stares of the local boys who are suffering from frustration at their own distance from the supposed excitements of war:

Of course, we were going in for the Battle of Britain in a big way, following its course as it reached us in the papers and over Buck's dad's wireless, chalking up the score on the pub wall, crashed plane by crashed plane, but as the fight went on it was growing more difficult to keep up interest when by an accident of geography we were prevented from witnessing even one dizzy second of it.

The new arrivals are viewed with deep suspicion, and one little girl who in a moment of exhaustion and frustration lets fall the exclamation 'Ach was!' - or as the English boys render it, 'Ack vas!' - comes under the deepest suspicion from the local boys, and they carry out a persecution of the child which ends most terrifyingly with Madge caught, tied up and tortured in a barn. Only then is the truth revealed by Stan, a Cockney lad, that Madge is a Jewish child living in London, and that she remembers a few words of German from her early years. 'Man's inhumanity to man' is clearly illustrated here, with no credit to the English boys.

Carrie's War, By Nina Bawden, is a time-travelling story in which the grown-up Carrie was twelve years old. The children are billeted on Miss Louisa Evans, who looks 'a little like a red squirrel Carrie had once seen, peering round a tree in a park, reddish brown hair and bright, button eyes, and a shy, quivering look', and her brother, Samuel Isaac Evans, a grocer who stands no nonsense and frequently invokes the wrath of God upon all sinners, not forgetting his two young visitors. Suprisingly, he meets his match in Nick:

"Not too much of a baby, I hope. No wet beds. That I won't stand!" Nick's gaze was fixed upon Mr. Evan's mouth. "That's a rude thing to mention!" he said in a clear, icy voice that made Carrie tremble. But Mr. Evans didn't fly into the rage she'd expected. He simply looked startled - as if a worm had just lifted its head and answered him back, Carrie thought.

The war is far away, the children's father engaged in the fighting, their mother in Glasgow driving an ambulance. Memories of home fade as the Welsh valley becomes home to Nick and Carrie, and when their mother comes for a weekend visit Nick tactlessly informs her that he loves Auntie Lou the best. But the war in this novel is by no means central; it is, in fact, merely a background for Carrie's strange involvement with the family at Druids' Bottom and the climax which haunts her until she is grown up and a mother herself. Parents seldom feature in children's books: they are either dead, or in India, or otherwise removed from the immediate scene, and the idea of children evacuated on their own is a convenient one for removing offspring from the protection of parents.

Carrie thought of bombs falling, of the war going on all this year they'd been safe in the valley; going on over their heads like grown-up conversation when she'd been too small to listen.

It was the air raids, and the threat of air raids, that brought about the evacuation of children from the big cities, but several novels deal with the raids and their aftermath from the point of view of the young people involved. Jessica Vye, in Jane Gardam's A Long Way from Verona, lives with her family in Cleveland Spa in the north-east of England. Although some London children are evacuated to the area, bombs do fall there, for the shipyards of North Shields are a target for the Germans. Jessica goes to see the slums of Middlesbrough one Sunday afternoon with a boy called Christian Fanshawe-Smithe, whose ambition it is to bring about slum clearance. Ironically the slums are cleared by a bomb, and Jessica, propelled by blast into a doorway, finds herself led into a room where a legless woman is sitting wheezing with laughter:

The fat woman began to laugh again. She laughed by pulling her fat chin into her neck and closing her eyes and baring her teeth for a while before the sound began to

come out in a long tight wheeze. "Eeeeeh!" she said, her eyes streaming, "'Ere's Ern int passage on 'is 'ands and knees and 'ere's father with 'is face int corner and all on us awaitin' fort end oft world. Topsy turvy, topsy turvy! And on a Sunday afternoon! Who'd of thought it on a Sunday afternoon?"

The scene is grotesque, almost black comedy, but Jessica's real test comes when Miss Philemon, the liberal and slightly dotty senior English mistress, is killed by a direct hit on her flat, and Jessica forces herself to go to see the evidence of destruction:

When I got back to the sea-wood gates I had a flash of some sort of sense. I put the picture down and straightened up. 'You must look,' I said, and looked back at the windows where old C. and Miss P. ought to have been standing. Miss P. with the knife in one hand and the butter in the paper in the other, and their funny old faces asking questions. It was not as bad as I'd expected - just like any other bombed house.

In a fine book on children's fiction, The Promise of Happiness, Fred Inglis praises highly A Long Way from Verona, commenting on how Jessica's love of life renews itself out of her experience of destruction, and he writes of the book:

Its wartime setting is without nostalgia, but provides a way of speaking of love and death which subordinates both the necessity of life.⁵

To share that conviction with young people can only be good.

In Susan Cooper's Dawn of Fear the reality of the air raids superimposes itself on the boys' feuds and the minor jealousies over the possession of an Anderson or a Morrison shelter. Ironically it is in the envied Morrison that Peter is killed, and Derek is left to try to come to terms with his

⁵The Promise of Happiness, by Fred Inglis (Cambridge University Press, 1981), p. 291.

response to his first loss. 'His world had stopped, and the world he would live in from now on would be a different world. The old one with Pete in it would never come back again.' Like Jessica, Derek feels the need to see the bombed house, and his parents, understanding, let him go alone.

Derek stood quite still, and stared. There was not even the ghost of the house, nothing that could be recognized: only a great pile of rubble, with a small triangular piece of brick wall standing up at the back of it; and upturned earth that looked for all the world like their pile of clay in the field, and the blackened groping roots of a tree, and scattered chunks of paving lying in a lot of water, as if the whole jumbled mass had been dropped into a pond . . . and Derek saw, then, one thing that he recognized and that told him that this unimaginable chaotic ruin had indeed once been the Hutchinses' house. He saw that the front gate was still there.

The world of fun and secret hideouts and air raid drill has turned sharply into reality, and when he has buried Peter's treasured gun in their camp Derek finds some relief in tears that are not just the tears of childhood:

And the sobs that were tearing him in half eased down, so that he could breathe without gasping, and under the cold sunshine of the April day he sat down in the ruin of the camp, and put his head on his knees, and cried.

The comment of one teenage reviewer of the book is worth noting:

Any reader will be prompted by the novel to remember his first genuine fear of, and horror at humanity. I found it sad.

In The Exeter Blitz, by David Rees, we see again young people becoming adult as they strive to accept the fact of death and destruction and fear all around them. Two boys organize a makeshift canteen on a pavement, frying what food they can find and providing tea for the weary and stunned people of Exeter the day after the blitz. There is a

horrifying scene of people trapped in a lift shaft in a shop in Exeter's main thoroughfare, and the details of the dead and wounded in hospital are not shirked. Of all the books dealing directly with the raids this one is perhaps the most adult in its scope and directness.

The London blitz is the background to Jill Paton Walsh's story of a teenage relationship in Fireweed, a brief idyll in an unreal city where normal patterns of living are suspended. The friendship of Julia and Bill grows, like the fireweed of the title, on devastated ground, and as Mary Cadogan and Patricia Craig comment in Women and Children First,

The book is a parable of a mode of surviving, a retreat into an abstract private domain. The imagery has two functions: to indicate how destruction and fear can promote individual escape routes, and to establish a real sense of a city at war.⁶

But bombs fell also on Germany. Hans Peter Richter's bald journalistic reporting in The Time of the Young Soldiers echoes the descriptions of devastation in England:

I stopped at the place where our building used to stand on my way from the station to my grandfather's little house. There were piles of rubble on every side, but the facade of our building was still there, with gaping, empty holes where the windows used to be. The only bit of window frame left was in what used to be my room; there was nothing at all behind it. Rubble overflowed from the door of the building and out on to the pavement.

In giving young people such books, what are we sharing with them? Are we offering them the opportunity to encounter vicariously the unknown, the unthinkable, the unimaginable, and thereby the means of widening their vision and extending

⁶Women and Children First, p. 253.

their sympathies? It seems a tall order, but if literature is to do more than merely entertain then we have a responsibility to offer to readers those works which will make demands upon the intellect and upon the sensibilities. Catherine Storr, a contemporary writer of children's fiction, makes the point that children must come to terms with the emotions which they will have to face in the process of growing up:

I believe that children should be allowed to feel fear.
And I believe that they must be allowed to meet terror and
pity and evil . . .⁷

The most shameful evil the children can meet in the literature of the last war is in those books which deal with the Nazi persecution of the Jews. In the light of that horror Shelley's comment on the value of imaginative literature takes on a new significance:

A man to be greatly good must imagine intensively and
comprehensively; he must put himself in the place of
another and many others; the pains and pleasures of his
species must become his own.

Perhaps it would be naive to hope that in reading of this episode in human history the young readers will become 'good', that they will share in Matthew Arnold's 'sweetness and light', forever banishing anarchy and hatred from the earth. We must not accept unthinkingly the claim that good art necessarily civilises and refines human feelings. As George Steiner reminds us in Language and Silence,

We know that a man can read Goethe or Rilke in the evening
. . . and go to his day's work at Auschwitz in the
morning.⁸

⁷The cool Web, p. 123.

⁸Language and Silence, by George Steiner (Pelican, 1969), p. 15.

But at least if young people are made to think before they act thoughtlessly and rashly, and to see some of today's problems in the light of past events, then literature has fulfilled a function.

Anne Frank's Diary, as autobiography, is, strictly speaking, outside the scope of this paper, but there are many books which have a semi-autobiographical nature which may well belong here. The poignancy of remembered childhood in Judith Kerr's When Hitler Stole Pink Rabbit, a story which starts in Germany just before the election which brought Hitler to power, takes us through an uneasy stay in Switzerland, an uncomfortable one in Paris, and eventual sanctuary of a sort in London, all through the eyes of Anna, who was nine in 1933 when the trouble started, and who has to grow up rather fast to cope with the life of a refugee. She has read that in order to be famous you should have had a difficult childhood, and as the train steams into a rainy London she ponders on her chances of fame. However, little philosopher as she is, she concludes that things are not really so difficult so long as the whole family is still together. Sadly, though, she had abandoned her cuddly toy to the tender embraces of Hitler in Berlin, and with Pink Rabbit she has also left behind her carefree childhood and her roots. This book is suitable for young readers, as there is little suffering beyond sadness and frustration, the horror of Nazi persecution of the Jews is not touched on, and there is no passionate intensity to disturb or dismay.

Some of the stories of Jewish children in Europe take the form of hide-and-seek, with children being hidden in houses where people are striving to carry on an ordinary existence to bluff the Germans into leaving the premises in peace. In The Upstairs Room by Johanna Reiss, a true story about war-time Holland, two sisters are hidden for three years in the upstairs room of a remote farmhouse, entirely dependent upon the kindness and courage of the Gentile family that took them in. Throughout the spring and early summer of 1940, when the Germans overran Denmark, Norway, Holland, Belgium, Luxembourg, and France, Jewish people tried, usually in vain, to escape the wrath of the Nazi anti-semitic movement, and it is of the

plight of individuals that the literature for young people speaks. In The Upstairs Room Annie is just six in 1938, when she hears repeatedly on the radio of the activities of a man called Hitler, and of his hatred for the Jewish people. To her the little town of Winterswijk, though near to the German border, was a world away from the horror of something the grown-ups called Kristallnacht. Yet the troubles of the family start with the invasion of Holland: the elder girl, Rachel, loses her job, Annie's friend won't sit beside her at school any more, and the pogroms against the Jews begin. Eventually the girls are taken to comparative safety in an upstairs room in the house of a kindly Gentile family, and survive the misery of their confined life and the anguish of a German house search to emerge at the end of the war to try to re-create a life they have almost forgotten ever existed.

Another book which deals with Jewish girls in hiding is Storm Warning by Mara Kay, published in 1976. The story is told from the point of view of an English girl, in Germany with her journalist uncle in 1938. Hitler's voice comes over the radio shouting deliriously about 'Opfer! Kampf! Rasse!', and the boys of the Hitler Youth Movement are proclaiming their faith in the great future of the Fatherland:

Zum letztenmal wird nun Appell geblasen.
Zum Kampfe stehen wir all schon bereit.
Bald flattern Hitlerfahnen über alle Strassen,
Die Knechtschaft dauert nur noch kurze Zeit.

The Munich agreement has been signed but Germany is becoming increasingly an uneasy place to be in. A car accident prolongs Ann's stay, however, and in the house of the kindly Frau Meixner she discovers that two Jewish girls are being concealed. The novel takes on the excitements and improbabilities of an adventure story, with a fanatical girl in a wheelchair spying on Frau Meixner's house, a strange figure of a nun who frequents the street, and a contrived and over-sentimental ending. There is a Nazi search of the house, when Peter Meixner, a member of the Hitler Youth, surprisingly claims ownership of a doll which little Rachel has left behind when

she was bundled into the space behind the wall. The anguish and the constant dread of discovery are diminished by the feeling that all will be well in the end, and even if we feel with T.S. Eliot that 'human kind cannot bear very much reality', juvenile readers could accept something a little more demanding of their sympathies. On the positive side, however, the feeling in Germany at the time is well caught, and life in Frankfurt convincingly evoked.

A much more moving story is the true story of Esther Hautzig and her family in The Endless Steppe. In 1941, when Esther was ten, she and her family were rounded up in the Polish city of Vilna and transported to Siberia for five years of exile. After a life of ease and plenty they find the deprivations of life on the Steppes almost unbearable, but surprisingly they discover inner reserves of courage to endure the harsh, burning summers and the arctic winters, with minimum shelter and clothing, and bare subsistence rations. Unlike the ending of Storm Warning, where the main characters hope 'to meet again one day in a better, saner, freer world', when Esther's family eventually returns to Poland they find rejection because of their Jewishness in a country devastated by war and now in Russian hands, not the brave new world they had dreamed of in the long dark winters of Siberia.

The Jews in occupied Norway did not escape the German nets, and in Miriam by Aimée Sommerfelt, life in Oslo for Hanne, Miriam, Rolf and Terje becomes increasingly difficult after the visit of Goebbels, so much so that Miriam's family is forced to flee into Sweden. Her father is captured on the way there, and he, and his other daughter and son-in-law, do not survive the war.

Norway is also the setting for Margaret Balderson's strangely compelling story, set on a remote island during the German invasion. The Wood Troll, an old man who works on the farm under the name of Per Knudsen, is arrested by the Germans who reveal his real name as Jacob Isaacs. Ingeborg, the protagonist of the story, defies the questioning soldiers:

"We didn't know he was a Jew", I said defiantly, "and we certainly wouldn't have handed him over to you if we had known."

The soldiers burn the farm buildings, and leave with smirks of self-congratulation on their faces.

From the window we watched them, those four great heroes of the new modern world, prodding in front of them one frail, defenceless old man who could offer no more resistance than an animal caught in a snare.

An unusual slant on the Jewish problem is found in Hans Peter Richter's Friedrich, a sharply impressionistic report of a German child's observations of the increasing Jew-baiting in his community, and particularly as it affected his neighbours, the Schneiders, and their son, Friedrich. In the end Friedrich is killed during a British air raid, because as a Jew he had been refused admittance to the air raid shelter. It seems that the Jews were doomed to disaster from both sides in the conflict.

Attitudes to the enemy are often ambivalent and quite difficult to analyze. There are no clear-cut distinctions here, as in cowboy and Indian films, for instance, but often complex feelings are evident in speech and action. One is reminded of Wilfred Owen's 'I am the enemy you killed, my friend' and of Sassoon's

Oh German mother, sitting by the fire,
While you are knitting socks to send your son,
His face is trodden deeper in the mud.

Anna, in Backwater War by Peggy Woodford, facing the German occupation of Guernsey in 1940 and the loss of her home and later of her father deported to Germany as a British subject, first reacts to all Germans with the 'sales Boches' of the resentful islanders, and shows spirit when first confronted by the enemy:

The German looked sharply at him, then chose to smile.
"Your house will be well looked after, do not worry. Any damage that may occur will be paid for at the end of the war by order of our Führer." Anna came casually out of the house, got on her bicycle and rode off, whistling.

The arrival of Colonel Morgenstern, a cultured man who recognizes Anna's father as a famous musicologist and author of some books on Wagner, poses a problem for Mr. Hardy. The Colonel tells him that he is opposed to the Nazi régime but is also a soldier fighting for the Fatherland. He wishes to be friendly and to help the Hardys, but they must, however reluctantly, reject his overtures lest they be accused of fraternizing. Later, the Colonel is able to do the family a service by reprieving them from the deportation order, though characteristically Richard Hardy decides to go nonetheless. There is an interesting comment on Anna's reaction to this decision:

Anna . . . found that her father had taught her something: that people you know well could profoundly surprise you by their behaviour, and that the action or decision causing this surprise was a most elating thing.

Throughout the novel the German occupying force is depicted as stupid, reasonably easily duped, and lacking in finer feelings. There is the young soldier who pursues a terrified Anna on the cliffs, with obvious sexual intent, and the lad who is supposedly guarding the harbour but who is easily put off his work by the tempting suggestion of a possible girlfriend from among Anna's friends. Fred, an islander of Anna's age, obsessed with the idea of escaping to England in order to join the army, is convinced of the stupidity of the man at the top in Germany:

No, Hitler is mad, that's why they won't win. For instance, he's mad to tie up so many men and so much war effort in these islands. Churchill wouldn't have demilitarized them if they had been important. Yet Hitler is pouring concrete and guns in, obsessed by his occupation of British soil. The British will never attack the Channel Islands; it's not worth their while.

Marek, the prisoner from the Todt camp for political prisoners - a fictitious camp as no such camps were set on Guernsey - is a Polish student from Warsaw, equally at odds with his

captors. He has already suffered deeply under the Nazi oppression, and seems to take the attitude that they will always get him in the end. Thanks to the determination of Fred Ahier, Marek escapes to England where he and Fred live to fight another day. Unlike most novels set in wartime this one does not have a positive and reassuring ending, just a telegram received by Anna in 1943 through the Red Cross telling her that the boys arrived in England and were engaged in war work.

Bette Greene's touching story, The Summer of My German Soldier, in which a young American Jewish girl befriends and shelters an escaped German prisoner-of-war, also shows contrasting attitudes to the Germans. The young men, arriving in Jenkinsville, Arkansas, to work in the cotton fields, are greeted by the hostile stares thought appropriate for Nazis, but Patty is perplexed when she finds herself attracted to one of the soldiers when selling him a pocket pencil sharpener in her father's store. 'He was so nice. How could he have been one of those brutal, black-booted Nazis?' Anton escapes from the camp and Patty conceals him in her secret hideout, bringing him food and clothes, even an expensive shirt which she had given to her ungrateful father as a birthday present.

When eight German saboteurs are captured after U-boat landings it is suspected that there are many more abroad in the country, and Patty reads with horror that "The Articles of War proclaim, 'Any person acting as a spy in wartime shall suffer death'."

I felt my heart striking against the inner wall of my chest. I'm no spy! I'm not giving information to the Germans. But then again I suppose the Justice Department wouldn't stand up and applaud me for hiding a Nazi? He's not a Nazi! A technicality. A captured German soldier is close enough.

Anton explains to Patty how Hitler is deceiving the German people by building his lies on a foundation of truth:

I learned it by analyzing his techniques. Hitler's first love is an undeniable truth, such as the German worker is

poor. The second layer is divided equally between flattery and truth: The German worker deserves to be prosperous. The third layer is total fabrication: The Jews and the Communists have stolen what is rightfully yours.

He also puts his finger on an aspect of Hitler, and of the Nazi movement, which the British had been quick to pick up and exploit, in music halls, in comic papers, and in the inimitable humour of the William books:

. . . it seems to me that a man who is incapable of humour is capable of cruelty. If Hitler for example, had had the ability - the detachment - to observe the absurdity of his own behaviour there might not be a madman named Adolph Hitler.

Anton is captured and shot while trying to avoid arrest, and retribution follows for Patty. She is branded as 'Jew Nazi-lover', ironically by the minister's wife, and sent to a reform school to repent of her crime, which was simply that she had found a friend for whom she was prepared to lay down her life; her reward came in the discovery that Anton had been prepared to do the same for her.

Robert Westall's Carnegie Medal-winning novel, The Machine-Gunners, touches on the English conception of Hitler and 'the Jarmans' with some humour. The old ladies of Tyne-side 'always called Hitler "Hitler" and spoke about him as if he were a personal enemy, a bloody-minded neighbour who did sneaky things like tipping refuse over your garden fence.' When the boys discovered a German prisoner they experience, like Patty, the dichotomy between the mass impression and the isolated individual:

"What are we going to do?" screamed Cem. "He's a Nazi."
 "He's no sae like a proper Nazi", said Clogger dubiously.
 And indeed the tattered wretch before them was not much like those black shiny-booted storm-troopers who goose-stepped nightly through their dreams.

Nor is the enemy airman whom Willow befriends in Willow's Luck, by Geraldine Alington, a frightening Nazi. He speaks of his family with affection, and gives Willow a bracelet intended for his little sister whom he knows he will never see again. Rather sentimental treatment is evident in this book, Willow's actions, like Patty Bergen's, arising from her own need for a friend, but she lacks the strength of character and purpose that Patty displays.

But in the books which deal with Jewish children in hiding or escaping from the Nazis, no compassion is shown for the enemy: the Germans are unequivocally evil, terrifying, and synonymous with the gas chambers.

It is a different enemy who causes terror in The House of Sixty Fathers by Meindert DeJong, where a little Chinese boy tries to escape from his Japanese pursuers clutching his beloved pet pig, Glory-of-the-Republic. His sixty fathers are the Americans who find him and care for him, and though the contrast between the soldiers on either side in the war is over-simplified and the novel becomes a little contrived, the reader is enormously relieved that Tien Pao is reunited with his family in the end. By implication, one must think too of all the other Tien Paos who were not so lucky.

The House of Sixty Fathers also comes under the theme of refugees, and the story takes the form of a journey, as in The Silver Sword where four children make their way from war-torn Warsaw through Berlin to eventual haven in the Pestalozzi village of Trogen in the canton of Appenzell in Switzerland. Ann Holm's I am David is also an incredible journey, though not strictly speaking a war novel but one arising from the concentration camps which were a part of the war's legacy. David escapes from the camp and makes his way across Europe, encountering for the first time experiences of the senses quite new to him after the drab and often brutal life in the camp, and after adventures and setbacks requiring great reserves of courage he finds his mother in Denmark.

Another book which deals with the aftermath of war is Fly Away Home by Christine Nöstlinger. Set in Vienna after the air raids and during the Russian occupation of 1945, the book is based on the real experiences of the author,

describing the devastation of Vienna by bombs, and the journey to a villa on the outskirts of the city in search of safety only to find that Russian troops take over the house for their own premises. The family lives in terror of the Russians, but Christel accommodates herself to the strange life and its deprivations, improvising when necessary to keep herself out of trouble. The plight of her grandparents, still in Vienna when the rest of the family has fled, gives the reader perhaps the sharpest feeling of what life there at that time must have been like.

Invasion, and the threat of invasion, are also subjects for children's fiction. One such book, which incidentally was awarded a Carnegie Medal in 1941, is Mary Treadgold's We Couldn't Leave Dinah. Written in the air raid shelter during the London blitz, it deals with the invasion by the Germans of an imaginary Channel Island, Clérinel, and the fortunes of the two Templeton children who stay behind with their ponies when everyone else has left for England. Too much pony for some tastes, but the cold fear of the invader is there, and the dread of no longer being certain who can be trusted. Margaret Donaldson's recent novel, Journey into War, published by André Deutsch in 1979, captures the same cold terror of the invader, as a little girl is left alone in France trying to find her father who is working for the Resistance. And recollection of the work of the Resistance in France is the theme of Paul Berna's They Didn't Come Back, a story of the brave men who risked and gave their lives to free their country from the oppressor.

As well as resistance to the enemy, war begets spies, and these too feature in literature for the young, in Margaret Donaldson's The Moon's on Fire, in Sylvia Sherry's Dark River, Dark Mountain, and in Joan Lingard's The File on Fräulein Berg. This last book is set in Belfast in 1944, in a girls' school where a young German woman arrives to teach the girls her native language. The fact that she is Jewish does not occur to the three pupils who decided that she is spying for Hitler, and set themselves up as Secret Service agents. At times humorous in the vein of Dad's Army, the novel makes a serious point about the folly of acting without first thinking about the consequence of one's actions.

Serious points are made in all or almost all the books covered in this paper, and these points about behaviour, attitudes, feelings and responses are all part of the sharing of experience which good literature offers its readers. If young people are made to think about war and its consequences, the responsibility we all bear and the potential we all have for both good and evil, then the literature of war may have worked for good.

SELECTED FICTION DEALING WITH THE SECOND WORLD WAR AND WRITTEN FOR CHILDREN AND YOUNG PEOPLE

The books are grouped under the country in which the story is set.

Great Britain

Alington, Gabriel. Willow's Luck. Heinemann, 1977.

Allan, Mabel Ester. Time to Go Back. Abelard-Schuman, 1972.

Bawden, Nina. Carrie's War. Puffin, 1974.

Burton, Hester. In Spite of All Terror. Oxford, 1968.

Cooper, Susan. Dawn of Fear. Chatto and Windus, 1972.

Crompton, Richmal. William and the A.R.P. Newnes, 1939.

Crompton, Richmal. William Does His Bit. Newnes, 1941.

Gardam, Jane. A Long Way from Verona. Hamish Hamilton, 1971.

Hough, Richard. Razor Eyes. J.M. Dent, 1981.

Kerr, Judith. The Other Way Round. Collins, 1975.

Lively, Penelope. Going Back. Heinemann, 1975.

MacGibbon, Jean. The Spy in Dolor Hugo. Heinemann, 1973.

Nichols, Freda. Back to the Blitz. Heinemann, 1978.

Oldham, June. Wraggle Taggle War. Abelard-Schuman, 1977.

Parker, Alan. Puddles in the Lane. G. Whizzard/André Deutsch, 1977.

Rees, David. The Exeter Blitz. Hamish Hamilton, 1978.

Rees, David. The Missing German. Dennis Dobson, 1976.

Segal, Lorre. Other People's Houses. Bodley Head, 1974.

Sherry, Sylvia. Dark River, Dark Mountain. Jonathan Cape, 1975.

Symons, Geraldine. Now and Then. Faber, 1977.

Turner, Philip. Dunkirk Summer. Hamish Hamilton, 1973.

Walsh, Jill Paton. The Dolphin Crossing. MacMillan, 1967.

Walsh, Jill Paton. Fireweed. MacMillan, 1969.

Westall, Robert. The Machine-Gunners. MacMillan, 1975.

Northern Ireland

Lingard, Joan. The File on Fraulein Berg. Julia MacRae Books, 1980.

The Channel Islands

Treadgold, Mary. We Couldn't Leave Dinah. Jonathan Cape, 1941.

Woodford, Peggy. Backwater War. Bodley Head, 1974.

France

Berna, Paul. They Didn't Come Back. Translation from the French by John Buchanan-Brown. Bodley Head, 1969.

Meynier, Yvonne. A School with a Difference. Abelard-Schuman, 1963.

Monestier, Marianne. C'est déjà Midi.

Treadgold, Mary. No Ponies. Jonathan Cape, 1946.

Vivier, Colette. House of the Four Winds. Doubleday, 1969.

Holland

Evenhuis, Gertie. What about me? Translation from the Dutch by Lance Selway. Longman Young Books, 1974.

Reiss, Johanna. The Upstairs Room. Oxford, 1973.

Terlouw, Jan. Winter in Wartime. Blackie, 1975.

Denmark

Arnold, Elliott. A Kind of Secret Weapon. Longman Young Books, 1970.

Holm, Anne. I am David. Translation from the Danish by L.W. Kingsland. Methuen, 1965.

Germany

Fahrman, Willi. The Year of the Wolves. Translation from the German by Stella Humphries. Oxford, 1973.

Kay, Mara. Storm Warning. MacMillan, 1976.

Kerr, Judith. When Hitler Stole Pink Rabbit. Collins, 1971.

Richter, Hans Peter. Friedrich. Translation from the German by Edite Kroll. Longman Young Books, 1971.

Richter, Hans Peter. I Was There. Translation from the German by Edite Kroll. Longman Young Books, 1973.

Richter, Hans Peter. The Time of the Young Soldiers. Translation by Anthea Bell. Kestrel, 1976.

Austria, Greece and Eastern Europe

Haar, Jaap Ter. Boris. Translation by Martha Mearns. Blackie, 1969.

Hautzig, Ester. The Endless Steppe. Hamish Hamilton, 1969.

Nostlinger, Christine. Fly Away Home. Translation by Anthea Bell. Abelard, 1976.

Serraillier, Ian. The Silver Sword. Jonathan Cape, 1956.

Suhl, Yuri. Uncle Misha's Partisans. Hamish Hamilton, 1975.

Zei, Alki. Petros' War. Translation from the Greek by Edward Fenton. Gollancz 1972.

United States of America

Greene, Bette. Summer of My German Soldier. Hamish Hamilton, 1974.

Japan

Bruckner, Karl. Day of the Bomb. Translation from the German by Frances Lobb. Burke, 1962.

China

Dejong, Meindert. The House of Sixty Fathers. Puffin, 1958.

Norway

Balderson, Margaret. Where Jays Fly to Barbmo. Oxford, 1968.

Sommerfelt, Aimée. Miriam. Translation by Mrs. Pat Shaw Iverson. Abelard-Schuman, 1973.

Sweden*

During the two first decades after the Second World War, very little was written on the topic by Swedish writers. All the wellknown books from abroad were translated and very much read in Sweden. Here follow some Swedish books of later date:

*These titles were supplied by Margot Nilson from Sweden.

World War I

Peterson, Hans. Dagen när allting hande (The day when everything happened), 1973.

Peterson, Hans. Dagen när Simon forsvann (The day when Simon disappeared), 1974.

Peterson, Hans. Dagen innan vintern kom (The day before the winter came), 1975.

These books tell us about the very difficult food and housing situation among the poor people during the 1914-1918 war. A good writer.

Ericson, Stig. Flygaren från väster (The airlight from the west), 1968.

A French boy living on the borderline to Germany tells his story about the German occupation of his hometown. The enemy is human, and the story is well written.

World War II

Bergman, Jonas. Aldrig kom den sommaren (That summer never came), 1961.

A seventeen year old boy from the most northern part of Sweden volunteered in the Finnish so-called Winter War, and then went to Norway when this country was occupied. Here he lost his life. His experiences of cold, hunger, and filth are very well told.

Hogstrand, Olle. Pojke i gränsland (A boy in the borderland), 1974.

A boy, living very near to occupied Norway, meets with the many problems of the worried grown-ups around him.

Brandstrom, Maud. Den riktiga julen (The real Christmas), 1969.

At the time when the little girl is ready to start school, her parents discuss the war and her father's mobilization. When Dad goes away, will he have to kill people? A book for small children.

Sidili, Henry. Trots alder (In spite of all the difficulties, quand même), 1980.

A very well written book about the terrible weeks in 1942 when the Germans decided to capture all the Jewish people living in Denmark. Everyone around rose up to help them escape across the Oresund to Sweden.

Pleijel, Sonja Berg. Atlasfjarilen (The name of a special kind of butterfly), 1971.

A European boy living in Indonesia is aware of the growing anxieties of the Dutch colony at the beginning of World War II.

Pleijel, Sonja Berg. Varsel over Vonokojo (Omens over Vonokojo), 1976.

Pleijel, Sonja Berg. Eldflagor (Fire flakes), 1977.

Indonesia awaits the Japanese occupation. Two Dutch youngsters, evacuated to a coffee plantation, suddenly realize their precarious situation when the natives perceive the Japanese troops as their liberators from colonial tyranny. The author, who has lived in Indonesia for many years, is a very good writer who tries to look at problems from the inside of them.

Olsson, Vibeke. Ulrike och kriget (Ulrike and the war), 1975.

Olsson, Vibeke. Ulrike och freden (Ulrike and the peace), 1976.

The writer of these books was about seventeen when she wrote the first of them after staying for some time in Munich with her father, a well known Swedish journalist. She tries to portray a German girl who has from the beginning been indoctrinated with the Nazi philosophy, and never escapes it. A fault of these books is the lack of criticism of the racial prejudices which Ulrike's Nazi idol stands for.

Engstrom, Clas. Barbro, 1981.

Barbro is an eleven year old girl from a working class home in 1944. The writer presents Sweden as a refuge for many people, but also as a country isolated from the rest of the world and with the constant threat of war around it.

IMAGES DU CANADA DANS LA LITTÉRATURE CANADIENNE FRANÇAISE DE JEUNESSE

Michelle Provost

Voilà un titre d'exposé qui évoque certes une kyrielle de questions sociologiques, théoriques et méthodologiques. Vouloir traiter des "images du Canada" dans la littérature de jeunesse francophone publiée au Canada, c'est soulever la problématique du caractère national des littératures de jeunesse et c'est sous-entendre que les livres ont certaines spécificités nationales par rapport à l'ensemble de la littérature de jeunesse internationale. Or comment peut-on identifier des "images nationales" dans les livres?

Questions d'images

D'abord de quelles images parle-t-on? Peut-on à priori identifier des images claires, bien définies et indiscutables du Canada, qu'on chercherait ensuite à retrouver dans les livres de jeunesse? Je me suis demandé si de telles images existaient et comment elles pourraient éventuellement servir notre analyse.

Des micro-images représentant telle montagne, tel fleuve, ou telle sorte d'arbre? Non, elles relèvent davantage du régionalisme. Des macro-images faisant référence aux grands espaces, aux deux océans, aux rudes climats? Non plus, elles relèvent davantage d'une espèce de panaméricanisme trop vaste. Mais existe-t-il des images du Canada, celles devant lesquelles l'enfant ou l'adulte en les repérant pourrait se dire à coup sûr: "Tiens voilà le Canada"!

Quelles seraient ces images? Celles que nous montre le chaîne CBC en fin de soirée pour annoncer que les émissions sont terminées et qu'il faut aller se coucher? Les images, donc de la colline parlementaire d'Ottawa et de l'unifolié y flottant fièrement? Les images paisibles des uniformes rouges de la R.C.M.P. (de la "police montée" comme on dit au Québec), les images du Pacifique et de

l'Atlantique? Celles des destroyers de la marine canadienne fendant courageusement les flots bleus de l'été? Des prairies à perte de vue, les Rocheuses enneigées même en été? Non plus, parce que ces images-là s'apparentent davantage à des symboles touristiques figés et un peu désincarnés. Et puis . . . de toute façon, les enfants, c'est bien connu sont couchés à l'heure où la CBC stoppe le cours de ses émissions pour "statufier l'image d'un amérindien serein".

Pourrait-on alors retenir des images de colonisateurs portant des chemises à carreaux, des coureurs des bois intrépides, des familles nombreuses, des castors et des originaux traversant les routes à tout moment? Voilà des images auxquelles les enfants ont accès dans certaines émissions de télévision et dans plusieurs livres publiés à l'étranger. Dans ce même genre de littérature les Africains sont liés à leurs savanes et à leurs tigres, les Haïtiens à leurs noix de coco, les Australiens à leurs kangourous, et les Gitans à leurs guitares et leurs caravanes . . . Stéréotypes folkloriques et réducteurs, ces images s'attirent les foudres de chacune des communautés présentées. Il serait hérétique de considérer ces clichés comme des images nationales . . .

Ainsi donc, je ne reconnais pas beaucoup d'images du Canada indubitables et intéressantes à priori. De véritables images du Canada n'existent peut-être d'ailleurs pas? Pour alimenter cette discussion, je poserais l'hypothèse que pour la grande majorité des Québécois les états de la Nouvelle-Angleterre (New York, Boston, Old Orchard, les côtes du Maine . . .) et la France sont plus proches culturellement et socialement que Vancouver, Terre-Neuve ou Toronto. La vie quotidienne au Québec est fortement marquée de signes américains et européens, plus en fait que d'images canadiennes. Vacances, lectures, cinéma, télévision, nourriture, vêtements, etc., se rattachent principalement à la France et aux U.S.A. D'ailleurs ce phénomène est peut-être semblable en Ontario, en Alberta ou au Nouveau-Brunswick, la France en moins?

A ce moment-ci, je veux clairement distinguer entre ce qu'on pourrait appeler les images d'un vécu social et les images politiques que développent certains théories du pancanadianisme. Il ne s'agit pas pour moi de prendre une position politique en regard de ces théories. Ici, dans le cadre de cet exposé ce sont les types de rapports qui existent entre le vécu des jeunes lecteurs et les livres qu'on leur propose, qui m'intéressent. Or devant la difficulté d'identifier d'hypothétiques "images nationales" à priori, je chercherai à faire ressortir quelques caractéristiques de la littérature de jeunesse francophone publiée au Canada, en vous proposant un voyage à travers les livres.

Quel corpus de livres?

Je tiens à préciser dès maintenant que je puiserai mes exemples surtout dans les livres québécois. Ce faisant, je serai un meilleur guide parce que ce sont les livres que je connais le mieux, mais, en même temps, je ne pense pas que cette spécialisation québécoise ampute notre corpus d'analyse de façon irréaliste. Puisque dans les faits la littérature francophone publiée au Canada provient très majoritairement d'éditeurs, d'auteurs et d'illustrateurs québécois.

D'après les données de Claude Potvin, on pourrait évaluer approximativement à trois pourcent (3%) depuis 1960, la production francophone hors Québec.¹ Par ailleurs, je tiendrai compte des traductions de textes du Canada-anglais qui sont disponibles au Québec.²

¹Le Canada français et sa littérature de jeunesse, Claude Potvin, CRP, Moncton, N.B., 1981, 185p. Ce document est d'une grande utilité. Il recense la littérature depuis ses débuts jusqu'en 1980.

²On retrouve les traductions de livres canadiens-anglais surtout chez les éditeurs suivants: Pierre Tissévre (la collection "Les deux solitudes" y est exclusivement consacrée), Héritage qui traduit la revue Owl, et chez Fides.

Un tableau impressionniste

Pour évaluer quelles images particulières, sociales, culturelles et idéologiques présentent les livres de jeunesse québécois, je me permettrai d'emprunter de façon très impressionniste certains concepts mis de l'avant par la sociologie littéraire, la sémiologie et les théories concernant l'apprentissage de la lecture. Ainsi je considérerai les processus de reconnaissance historique et géographique et les phénomènes d'identification socio-culturelle mis en jeu lors de la lecture. Je questionnerai également les caractéristiques linguistiques et visuelles des livres. A l'occasion, j'utiliserai des comparaisons avec les autres livres francophones disponible au Québec pour mieux tenter de cerner certaines spécificités matérielles, thématiques ou idéologiques des livres québécois. Je vous propose donc un voyage-mosaïque dans une optique d'hypothèses à questionner et à vérifier.

Une autre remarque s'impose. Selon les genres de la littérature de jeunesse (romans, albums, contes et légendes, documentaires, revues) et selon les styles plus traditionnels ou modernes des auteurs et illustrateurs, les caractéristiques des livres peuvent se manifester très différemment; j'essayerai de tenir compte de cette dimension sans toutefois alourdir le texte d'une surcharge d'informations.³ Les liens qui se tissent entre les livres et le

³Divers instruments d'information et de sélection apportent des précisions sur les livres québécois:

- La sélection annuelle de Communication Jeunesse, association qui s'occupe de promotion et d'animation, 445 St-François Xavier, Montréal, H2Y 2T1. Tél: (514) 844-5939.
- La revue Lurelu, Case postale 446, Succ. De Lormier. Montréal, H2H 1N7. Exclusivement consacrée au livre de jeunesse québécois.
- La revue Vie pédagogique. Service général des communications, Ministère de l'Éducation, 1035 rue De La Chevrotière, Québec, G1R 5A5. Une chronique régulière sur la littérature de jeunesse y paraît.
- La revue Des livres et des jeunes, C.P. 2152, Succ. Jacques Cartier, Sherbrooke, Québec, J1E 9X9. Un recensement régulier des livres québécois et francophones étrangers y est fait.

monde réel social sont loin d'être monolithiques et statiques. Les images véhiculées dans les livres québécois évoluent historiquement avec la société occidentale et elles s'inscrivent dans le mouvement des grandes tendances de la littérature de jeunesse internationale. Les comparaisons que nous pourrons faire ensemble éclaireront certes les hypothèses que je poserai ici.

J'ajoute un dernier élément méthodologique. Les titres que je citerai ont été sélectionnés pour leurs qualités d'ensemble par différents critiques et j'en utiliserai un grand nombre pour vous permettre de mieux connaître la diversité et la richesse de la littérature québécoise. Je les ai répartis selon la dimension que m'apparaissait la plus évidente, mais certains livres auraient pu servir d'exemples pour illustrer d'autres caractéristiques.

Caractéristiques matérielles et visuelles

On peut certes parler ici d'une particularité des livres québécois par rapport à l'ensemble des livres francophones disponibles au Québec (soit les livres de provenance européenne); pour la plupart, les albums sont publiés en couvertures souples. Plusieurs d'entre eux sont illustrés en noir et blanc. Ce phénomène, résultant probablement de considérations économiques, a permis à plusieurs artistes d'inventer avec la ligne, le point et la tache, des réseaux de sens très dynamiques. Citons entre autres les noms de Gilles Tibo, Michèle Lemieux, Jean-Christian Knaff, Darcia Labrosse, Normand Cousineau qui se méritent la faveur des jeunes lecteurs. Par ces deux aspects, le livre québécois se rapproche probablement plus d'une conception américaine et canadienne-anglaise de l'album.

La qualité des illustrations en couleur et des dessins en noir et blanc est sans contest une grande richesse de la littérature québécoise de ces dernières

années.⁴ Les illustrateurs et illustratrices y mettent à profit des techniques et des styles diversifiés où l'humour, la fantaisie ou le réalisme produisent des représentations visuelles qui correspondent plus à notre vécu. Les jeunes lecteurs y reconnaissent leurs saisons, leurs habitations, leurs paysages de villes, de campagne ou de mer . . . Les intérieurs de maisons, de magasins, les automobiles, les vêtements . . . représentés font partie de notre vie quotidienne nord-américaine.

Caractéristiques linguistiques

L'accessibilité linguistique est primordiale quand on parle de littérature de jeunesse. Outre certains principes de base, concernant la lisibilité des textes en général, qu'ils soient anglais, espagnols ou allemands, on peut ici relever certaines caractéristiques québécoises. De fait, les différences entre le français parlé et écrit en France, en Belgique, en Acadie ou au Québec se retrouvent dans les livres de jeunesse comme dans les livres pour adultes.

Lexicalement d'abord on note des différences appréciables. Ainsi, au Québec, les enfants mettent leurs "gants" ou leurs "mitaines" pour aller jouer dans un "banc de neige". En France, le "gant" sert à faire sa toilette; ils parlent de "congères", et les bonnes "débarbouillettes" de ratine n'existent pas. Les Européens vont à "vélo", prennent le "bus", "déjeunent" à midi, les "gamins" vont à la "crèche", et à l'école ils écrivent sur des "ardoises", jouent à "la marelle", ou aux "osselets". Sous les "maronniers", ils rencontrent parfois un "hérisson". Ici, c'est la bicyclette, l'autobus, le déjeuner, le matin, la garderie, le cahier ou le tableau et les enfants jouent plutôt sous les érables ou les sapins. Les Québécois

⁴Le concours d'illustrations de Communication Jeunesse et Bouffe Culinar existe depuis deux ans et confirme cet atout. En 1982, pas loin d'une centaine d'illustrations ont été retenues pour l'exposition.

sont plus susceptibles de rencontrer des marmottes, des "sif-fleux", des porcs-épics que des hérissons! En passant, le Québec a fait des efforts remarquables pour éliminer les anglicismes, ce qui n'est pas une priorité en France. Ainsi, non seulement les formes linguistiques peuvent être étrangères au lecteur mais aussi les réalités qu'elles désignent.

Sont soulevés ici les problèmes de traduction.⁵ Certains livres américains, plus proches de notre réalité, nous reviennent dans un triste état après un séjour en France. La distorsion entre le contenu et la forme devient alors dans certains cas agaçante et elle embrouille même la lecture; l'enfant reconnaît une réalité sémantique proche de lui mais le texte devient un obstacle à la lecture! Pédagogiquement, très peu rentable! Ces problèmes s'accroissent d'autant quand le texte se rapproche d'un niveau de langage familier. Cette familiarité et une certaine dose "d'oralisation" sont par ailleurs des traits intéressants dans les livres de jeunesse, mais ces atouts deviennent vite des pièges pour la traduction européenne, s'adressant à des publics linguistiquement différents. La nivellation, si elle est possible à ce niveau, n'est peut-être pas toujours souhaitable.

Notons également que la syntaxe et les tournures de phrases utilisées par plusieurs auteurs québécois sont généralement plus simples sans pour autant dénuder les textes de rythme ou d'originalité.

Si les livres québécois de jeunesse sont singularisés linguistiquement, on ne retrouve toutefois pas de période "joualisante" comme ce fut le cas pour plusieurs

⁵Pour en savoir plus sur l'état de la traduction au Canada, voir:

- "Les livres canadiens pour la jeunesse en traduction", Paule Daveluy, in *In Review*, août 1980, Toronto, (14-17)pp.
- "La traduction", Réal Paquette, in *Lurelu*, Vol. 5, No. 1, Printemps/Été, 1982, Montréal, (3-6)pp.

romans pour adultes des années 1960 à 1970. L'écriture y était militante politiquement et linguistiquement. On y développait une "esthétique du joual" pour soutenir une affirmation nationaliste. Un seul titre de jeunesse, à ma connaissance (Ticlotin et le réveil dodo, publié à l'Aurore), a utilisé cette formule mais il est vite tombé à plat. Le double codage du joual écrit empêchait la lecture comme c'était également le cas pour la littérature adulte.

Ainsi l'écriture québécois présente certes des particularités intéressantes, mais il ne faudrait pas croire que la majorité des textes européens sont hermétiques aux lecteurs québécois. Loin de là! Sans être nivelés dans un "français international" qui n'existe que dans les grammaires et dictionnaires, plusieurs échanges entre les jeunes sont déjà faits avec succès.⁶

Indices géographiques

Fréquemment, les lieux sont explicitement nommés dans les récits québécois. Les lecteurs se situent alors facilement face à l'environnement physique; il leur est plus ou moins connu.

Alfred dans le métro* raconte les péripéties d'un lapin égaré dans les stations du métro de Montréal (un plan documentaire est ajouté au récit). Surréal 3000 est un roman de science fiction qui se déroule sous le Mont-Royal, à Montréal. Hébert Luée, voyageuse farfelue, est accueillie à l'aéroport

⁶Quelques projets d'échange de livres et de commentaires critiques sont établis entre des classes et des bibliothèques du Québec, de la France et de la Belgique. Les livres québécois y semblent appréciés, entre autre pour leur accessibilité linguistique. Des initiatives à poursuivre et à élargir au Canada anglais!

*La bibliographie des titres cités se retrouve à la fin de l'exposé.

de Mirabel par ses amis de la rue Duluth à Montréal. Le roman Pohénégamook propose une aventure intrigante à propos du monstre du lac. "La pêche aux poissons des chenaux" informe les lecteurs sur un événement caractéristique de la région de Ste-Anne de La Pérade: la pêche sur la glace. Nogard, dragon de naissance, devient pompier à Chicoutimi. Fend-levent et le visiteur mystérieux raconte une histoire impossible qui se déroule dans la région de la Mauricie. Les contes du sommet bleu invitent les lecteurs à vivre, parler et aimer les orignaux et les ours des Laurentides. Dans Nos amis robots, l'aventure de science-fiction se trame de Québec à Vancouver (c'est l'un des romans "coast to coast" du corpus). Le chat de l'oratoire situe un drame d'amitié dans un site très touristique de Montréal.

A ces exemples de localisation précise, j'ajouterais que plusieurs autres albums ou romans intègrent des données sur le contexte géographique et facilitent ainsi une identification nord-américaine ou plus régionale. Certains textes incluant des conditions climatiques dans le récit ou l'illustration favorisent aussi une reconnaissance du milieu physique. La collection "Bébé-livres", Plumeneige, Ma vache Bossie, Les quatre saisons de Piquot sont de ceux-là.

Ces indices géographiques et climatiques ne peuvent évidemment pas être considérés comme des "images nationales", mais ils facilitent sûrement la lecture, en proposant des éléments hautement significatifs. A mon avis, ils présentent un intérêt particulier pour les lecteurs. J'ai souvent observé la surprise et le plaisir des enfants qui découvraient en lisant "qu'on parlait d'eux dans les livres". "Ca se passe chez-nous"! La force de cet argument s'explique d'autant plus quant on connaît la rareté des textes québécois dans nos bibliothèques . . .

Au delà de la vision d'une carte géographique du Québec bien balisée de titres de livres, je poserais l'hypothèse qu'il y a une marque spécifique concernant les lieux des récits. Ainsi, contrairement à ce qui a été fréquemment repris dans la littérature francophone

étrangère, la campagne n'est pas posée essentiellement comme un monde idyllique de vertes prairies et de fleurs bleues où brille la liberté en opposition à la ville sale et étouffante. Dans l'ensemble des récits québécois, il me semble que la ville, comme le monde rural, ou la forêt, sont investis de leurs qualités et de leurs problèmes respectifs. Voilà une valeur sociale positive non négligeable.

IMAGES DU PASSE

Je pense qu'on ne peut pas passer sous silence une forte tendance de la littérature québécoise qui existe depuis ses débuts. Les récits situés dans une perspective historique sont nombreux et ils relèvent d'une longue tradition d'écriture. Cette tendance semble également prévaloir pour les textes publiés en Acadie⁷ et pour les textes traduits provenant du Canada anglais (Tom Penny, La malédiction du tombeau viking, Ecoute l'oiseau chantera . . .).

Romans historiques

Les jeunes lecteurs trouveront dans les romans des images des premiers temps de la colonie et ils y découvriront la complexité des relations humaines et sociales qui existaient entre les diverses communautés ethniques présentes aux différentes époques. Les Français aristocrates et habitants, le clergé, les coureurs des bois, les groupes d'Amérindiens vus comme amis ou ennemis des colonisateurs, les Anglais, les Ecossais, les Irlandais, les miliciens . . . tous ces personnages célèbres ou illustres inconnus se retrouvent dans les livres. Menfou Carcajou, Jeanne, fille du roy, Le trésor du scorpion, L'épée d'Arhapa sont des exemples clairs de cette tendance historique. Ainsi, le patrimoine historique est souvent pris en charge par des récits plus ou moins romancés.

⁷"La littérature de jeunesse acadienne reste à faire", Claude Potvin, in Lurelu, Vol. 5, No. 1, Printemps/Été, 1982, Montréal, (22-23)pp.

Cette importance quantitative du genre s'explique peut-être par deux facteurs principaux. D'abord, la pénurie de matériel didactique en histoire, jusqu'à tout récemment, a probablement incité les éditeurs et les auteurs à vouloir combler ce vide. D'autre part et dans une perspective plus générale, on peut croire que l'histoire d'un peuple constitue d'une certaine façon une garantie d'authenticité que les auteurs ont voulu transmettre dans leurs récits. Ce qui n'est d'ailleurs pas un trait exclusivement québécois; on n'a qu'à songer aux nombreuses publications pour adultes, aux films, aux émissions de télévision qui nous proposent régulièrement des fresques historiques.⁸

Romans relatant les années 1940-1960

Plusieurs autres romans situent leurs actions plus près de nous, soit vers les années 40-50-60. Pour les jeunes des années quatre-vingt ces textes apparaissent souvent comme des "récits historiques". La structure sociale, les climats idéologiques qui y sont décrits sont empreints d'une autorité cléricale et morale et les modèles familiaux y sont très traditionnels. En vingt ans, les mœurs et la vie quotidienne ont tellement changé que les "images" que les jeunes d'aujourd'hui y lisent ont une résonance de passé très, très, lointain. Parmi ces textes, que des rééditions récentes ont fait connaître, plusieurs s'avèrent des classiques par la qualité de la trame narrative et de l'écriture qu'on y retrouve. Citons Le garçon au cerf-volant, La petite fille du printemps, Le secret de vanille.

Souvent lus avec plaisir, ces romans historiques et ces "classiques" peuvent susciter la curiosité des jeunes lecteurs. Un des rôles de l'animation en lecture sera de les faire reconnaître comme récits historiques pouvant

⁸Pensons à Pélagie la charette d'Antonine Maillet, au film La Famille Plouffe d'après les textes de Lemelin, au roman Les fils de la liberté de Caron, au Tambour, à Shōgun, à Ragtime . . . et à la "persévérante" Petite maison dans la prairie . . .

être questionnés et critiqués à la lumière de d'autres sources d'information. Les livres de fiction ne prétendent pas tous nécessairement à une vérité objective des faits, et, même l'histoire expliquée dans les livres documentaires n'est jamais totalement unanime au niveau de ses interprétations . . . Il y a donc matière intéressante et abondante pour alimenter des discussions profitables avec les jeunes.

Contes et légendes

Relatant également le passé, les légendes sont moins déterminées dans le temps (datées) et les lieux sont souvent interchangeable. Elles font revivre de vieilles traditions orales des veillées au coin du feu et comme c'est le propre de toutes les légendes du monde, elles s'allient le merveilleux, la sorcellerie, la fête et souvent l'humour. Par leur structure même elles invitent à la contestation de certaines valeurs ou en accentuent d'autres. Elles sont souvent permissives linguistiquement; "canadianismes" et expressions populaires y sont bienvenus. Ce genre s'est régulièrement développé depuis les débuts de la littérature du jeunesse au Québec.

Marius Barbeau (Il était une fois . . .), Germain Lemieux (Contes de mon pays), Claude Aubry (Le loup de Noël), Robert Choquette, Louis-Phillipe Côté . . . et plusieurs autres conteurs savent en faire rire et tremble plus d'un.⁹ Dernièrement une nouvelle collection d'albums "Les légendes du Québec" offre aux lecteurs plus jeunes des

⁹A propos de légendes québécoises voir:

- Le conte québécois, Charlotte Guérette, coll. Littérature enfantine/l'enseignement du français au primaire, Publications/PPMF Laval, éd., Ville-Marie, Montréal, 1980, 188p.
- "Sensibilisation aux légendes et aux autres contes québécois", Diane Hardy, in Lurelu, Vol. 1, No. 4, Hiver 1978, Montréal, (14-15)pp.

versions simplifiées des légendes; les textes sont accompagnés d'illustrations modernes. Cette initiative est prometteuse.

Les images populaires qui sont véhiculées dans les contes inviteront les lecteurs à questionner leurs parents et grands-parents sur la vraisemblance des faits en considérant les différentes versions. Ces comparaisons seront passionnantes et révéleront la malléabilité du langage et de l'imaginaire populaire.

Légendes amérindiennes

Quelques légendes amérindiennes et inuit s'ajoutent à ce répertoire. Elles aideront à contrebalancer les stéréotypes encore trop souvent galvaudés du "bon blanc civilisé" contre les "barbares indiens incultes". Tikta'liktak, l'Archer blanc, Glausgab, l'Ogre de Niagara sont à lire en ce sens. D'autres récits de fiction essaient également de replacer dans un contexte plus juste la réalité amérindienne, c'est le cas de Agouhanna, Kanuenten, J'étais enfant en Nouvelle-France, La dame épouvantail et d'une récente collection pour les tout jeunes, "Les papinachois".

De façon générale, les moeurs, coutumes, arts et métiers des peuples amérindiens et inuit sont mis en lumière et revalorisés dans les livres. Toutefois, rares encore (pour ne pas dire absents) sont les textes qui présentent la réalité moderne et les problèmes actuels que vivent les Amérindiens. Plus juste, tendant à s'éloigner du folklore mais encore très traditionnelle, l'image des Amérindiens présentée dans les livres québécois me semble de bien meilleure qualité que celle présentée dans les livres nous provenant de l'étranger. La critique à cet égard doit se faire de plus en plus sévère et exigeante.

Livres documentaires

Ajoutons à cette importante tendance du retour aux sources dans le domaine de la fiction qu'une nouvelle

collection "Les bâtisseurs" se propose de relater les mémoires des personnages historiques célèbres. La revue Vidéo Presse publie également des dossiers d'information qui ont une teneur historique.

Images du passé et perspectives d'avenir

Comme on vient de la voir, les images du passé sont importantes et elles sont présentées à travers une variété de genres littéraires. Dans certains cas, le passé est questionné à l'intérieur même du texte dans d'autres cas il nécessitera une critique des lecteurs. Mais il semble que dans l'ensemble, les textes visent à donner une image de fierté et de continuité aux jeunes. Ce qui s'avère ici un trait important pour les livres québécois, n'est toutefois pas une caractéristique exclusive.

IMAGES D'UNE SOCIÉTÉ EN TRANSFORMATION

Si les images du passé sont toujours présentes dans nos livres, les années 1970 apportent la marque d'un renouvellement des thèmes et des présentations. Evoluant avec la société et les profondes remises en question des modèles culturels et sociaux de la famille, de l'éducation, du travail, du rôle des femmes, les auteurs et illustrateurs commencent à inscrire les manifestations d'une réalité en transformation dans leurs livres. Ce bouillonnement de questions et de critiques n'amène toutefois pas des images unanimes de la modernité et ce n'est que normal. J'ai retenu celles qui me paraissaient le plus souvent représentées et celles qui me paraissaient les plus percutantes.

De nouvelles valeurs

Les lecteurs sont invités à réfléchir au phénomène astronomique de la consommation en lisant Max le magicien, La 8e merveille, ou Le roi de Novilande. Avec Monsieur Genou et "Craquelin 1er", ils participent avec

dérision et humour à critiquer des comportements individuels qui sont souvent en "perte de sens" dans le feu roulant de la société. Dans Le voyage à la recherche du temps, ils chercheront des moyens pour prendre le temps de vivre. Roch Carrier les convie à réfléchir sur le rôle des filles et des garçons dans son texte Les voyageurs de l'arc-en-ciel. Dans l'album Hébert Luée, une chanson originale questionne le rôle de père et de mère dans un contexte de travail souvent aliénant. L'Abécédaire, De zéro à minuit et Les crapauds permettent de jouer avec le langage des mots et des formes pour vraiment apprendre à lire et à compter tout en s'amusant. Le grand qui passe ou les avions de papier, Le tour de l'île contribuent, avec poésie, à enrichir la lutte écologique à laquelle les enfants sont déjà très sensibilisés.

Les valeurs attachées à la vie quotidienne et à la famille sont aussi abondamment traitées, comme depuis toujours en littérature de jeunesse. On notera que les leçons de morale punitive sont en voie de disparition et que de plus en plus les auteurs et auteures font appel à l'autonomie de l'enfant, à son jugement critique et à sa complicité dans l'élaboration de nouveaux comportements. La série des albums surnommés "Jiji" de Ginette Anfousse en sont de bons exemples et Jacob deux-deux et le vampire masqué ne manquera pas de aïre réagir les enfants tout comme les adultes à une forme désuète de l'autorité parentale.

L'ouverture au monde scientifique s'accélère au Québec. Avec Le petit débrouillard, les enfants feront eux-mêmes leurs expériences chimiques, électriques et biologiques . . . Les romans de science-fiction, bien représentés depuis les années soixante, intègrent de plus en plus la technologie moderne dans leurs déroulement, ce qui est nécessaire pour intéresser des enfants qui ont vu en direct des hommes marcher sur la lune. Quelques livres

documentaires commencent à poindre et ils sont bienvenus. Les collections "Héritage-Amérique" et "Le monde animal", les éditions Fleurbec, les revues Vidéo-Presse et Hibou apportent également des informations pertinentes et plus proche de la réalité moderne des québécois.

L'artisanat et la restauration des vieux objets connaissent une popularité grandissante au Québec. La révolte de la courte pointe, Emilie la baignoire à pattes, Le roi de Novilande reprennent ce thème dans des récits simples à comprendre pour les jeunes.

Les sports ont, au Québec comme ailleurs, des amateurs inconditionnels, quelques romans traitent du hockey et du baseball; ces livres pourront déclencher des discussions intéressantes sur les sports professionnels et sur les sports d'équipe. Ils ne manqueront pas aussi de poser la question de la place des filles dans ce réseau. Ici, je dois reconnaître que les images d'une nouvelle conception du conditionnement physique et d'une ouverture du sport comme détente sont encore assez timides dans le répertoire des livres québécois.

J'ajouterais volontiers que dans l'ensemble des livres publiés depuis 1975, on peut retenir une image de fête. Elle se traduit dans les albums hauts en illustrations et en couleurs; elle se glisse dans les romans par l'humour et la fantaisie et elle est concrètement représentée dans un récit tel que Un été à Fleurdepeau. Je note aussi une ouverture au monde adulte. Il y a sûrement de plus en plus d'auteurs pour adultes qui écrivent pour les enfants (Carrier, Roy, Jasmin, Vigneault, Leclerc, Poupert, Maillet, . . .), mais je pense ici plutôt à des éléments de la vie adulte qui sont intégrés au monde des enfants. Les valeurs sociales que j'ai évoquées en sont un exemple et on pourrait renforcer cette hypothèse en repérant dans les livres des références culturelles précises au monde des adultes.

Cette ouverture au questionnement social n'est pas exclusive au Québec; les tendances de la littérature internationale le prouvent, mais ce qui est peut-être particulier au Québec c'est la façon simple de le faire. Généralement ces titres ne se présentent pas comme des livres militants ou comme des défenseurs de thèses. Cette dernière remarque est un constat, je ne veux ni souligner un manque ni valoriser la simplicité.

CONCLUSION

Un bon corpus de livres

Face à ce bref relèvement de caractéristiques et de tendances on peut affirmer que les livres québécois constituent un bon corpus diversifié en genres et en thèmes. On peut aussi constater avec plaisir que la qualité des livres s'affirme de plus en plus. En 1982, on peut dénombrer plus de 300 titres retenus par diverses critiques pour les vingt dernières années.¹⁰ Je suis donc optimiste quand au développement de notre littérature et je pense que c'est en continuant la concertation des efforts de tous les milieux impliqués que les livres québécois trouveront par leurs qualités toute la place qu'ils méritent auprès des lecteurs.

¹⁰Ce chiffre approximatif de 300 titres correspond à peu près au tiers de la production totale. Ce qui peut paraître alarmant à première vue, mais une constatation aussi triste peut-être faite quand on examine la qualité de l'ensemble de la production francophone étrangère. Cependant, les années 1980 et 1981 ont fait un cadeau aux enfants, près de 60% des livres québécois ont été retenus dans les sélections et ce, en maintenant les mêmes exigences de qualité.

Atouts pédagogiques et choix de livres

Les livres de jeunesse répondent incontestablement à des objectifs socio-pédagogiques concernant le développement du goût de lire et l'acquisition d'habitudes durables de lecture. Ils permettent de déscolariser l'apprentissage de la lecture en offrant aux lecteurs des situations signifiantes et riches en possibilités d'activités d'animation. Aussi, de plus en plus, au Québec, en préconise-t-on l'utilisation maximale à l'école.¹¹

Pour soutenir adéquatement ces objectifs, les livres de jeunesse qu'ils soient québécois ou étrangers doivent absolument répondre à des critères de qualité globale. Ces critères concernent tout aussi bien l'écriture et le texte, la vivacité et le rythme du récit, la justesse et la pertinence des informations, la richesse du thème, la

¹¹Un nouveau Programme de français, langue maternelle au primaire s'ouvre à la lecture de vrais textes et un Guide en littérature de jeunesse concrétise cette approche.

- Fascicule 1. Faire vivre le livre en classe, ministère de l'Éducation, 1981, 250p., par Michelle Provost. (No 16-2410-03).
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- Fascicule 4. Les livres documentaires et les textes informatifs, ministère de l'Éducation, par Michelle Provost. (À paraître). On pourra obtenir ces documents en s'adressant à la Direction générale des Réseaux, Secrétariat général (documentation), Centre administratif G, 6e étage, 1035 De La Chevrotière, Québec, G1R 5A5.

portée des valeurs sociales et idéologiques, la force sémantique et esthétique des illustrations et finalement l'agencement organique de tous ces éléments. Le livre doit être intéressant pour un public déterminé par son âge, ses habiletés à lire et ses intérêts pour que la lecture soit réussie.

Dans cette optique, plusieurs livres québécois représentent des atouts pédagogiques appréciables. En effet, si on part du principe que lire c'est d'abord lire du sens, il est clair que pour les enfants des références linguistiques, géographiques et culturelles à une réalité connue faciliteront l'acte même de la lecture. De plus, leur intérêt et leur plaisir de lire augmenteront avec la possibilité de reconnaître leurs milieux culturels et delà une attitude critique plus forte sera favorisée.

Ces considérations n'impliquent pas qu'il faille restreindre les lectures au seul monde connu des enfants. Au contraire, ils sont curieux et leurs intérêts sont multiples et variés. Ils apprécient entendre parler d'une réalité qui est proche d'eux mais ils sont également friands de réalités plus éloignées. Aussi, je pense qu'il est essentiel de respecter ce principe d'ouverture et de variété, mais je crois qu'il n'est pas moins primordial d'assurer aux jeunes l'accès à des livres se rattachant directement à leurs milieux.

Choix politique et économique

Si pédagogiquement, il s'avère primordial de présenter des livres correspondant aux milieux social, culturel et linguistique des jeunes lecteurs, politiquement et économiquement, il est essentiel de privilégier les éditions nationales par les achats et les suggestions d'acquisition que l'on fait pour nos écoles et nos bibliothèques. C'est ici faire appel à une option politique de base; il faut décoloniser la lecture des jeunes. Que l'on examine la

situation au Canada-anglais¹², en Acadie, au Québec, ou même en France, ce principe trouve son bien-fondé partout.

Je vous brosse un très rapide tableau de la situation économique du livre québécois au Québec pour mieux faire voir l'importance d'insister sur le choix de livres québécois.¹³ Au Québec le marché du livre de jeunesse est principalement occupé par le livre européen provenant d'éditeurs français ou belges. Notre production se situe dans une minuscule proportion de un (1) titre pour cent (100) titres étrangers. Ce pourcentage approximatif reste conservateur si on jette un coup d'oeil sur les collections actuelles de nos bibliothèques scolaires et municipales. En effet, des problèmes d'information et de distribution ajoutent à la difficulté de se procurer nos livres . . . Pour nuancer quelque peu ce marasme, je voudrais souligner que d'après les informations que nous avons reçues à Communication Jeunesse, les ventes de livres québécois pour la jeunesse auraient augmenté de 25% en librairie l'année dernière. Les actions de promotion critique semblent donc être efficaces.

Tout au long de cet exposé je vous ai souvent parlé des livres francophones étrangers. Ils ne sont pas exclusivement français ou belges; ils résultent majoritairement de traductions, d'achats de droits ou de co-éditions. En France, il semble qu'au moins 60% des livres disponibles relèvent de ces phénomènes. Là-bas aussi certains luttent pour une littérature de jeunesse nationale!

¹²"Les années soixante-dix: dix ans de changements au sein de l'édition canadienne", in L'industrie du livre au Canada. Annual/1980/Annuaire, Ampersand Publishing Services Inc., Caledon, Ontario, 1980, (9-14)pp.

¹³L'édition au Québec de 1960 à 1977, Ignace Cau, coll. "Civilisation du Québec", ministère des Affaires culturelles, Québec, 1981, 229p. Cette étude sociologique et économique donne une vision très détaillée des conditions de l'édition générale au Québec.

L'internationalisation de l'édition n'est pas un secret de polichinelle. Elle peut apporter des effets positifs quant à la qualité des illustrations, des recherches et quant à la diversité des thèmes. De plus, les grands tirages qu'elle occasionne "pourrait" abaisser le coût unitaire des livres . . . Mais, nous l'avons vu, les questions de traduction et certains nivellements de contenus peuvent être des handicaps à la lecture. Ainsi l'édition internationalisée peut être intéressante à la condition de respecter certains critères de qualité spécifiques. L'analyse et la critique de ces livres à la pièce s'avère donc essentielle pour pouvoir faire des choix judicieux afin de compléter les collections de livres dans nos écoles et bibliothèques.

Ouverture au marché international

L'édition québécoise pour survivre et se développer ne peut pas être artisanale et elle ne doit pas se cantonner dans un régionalisme folklorique. D'une part, il faut déborder les frontières nationales pour atteindre une meilleure quantité et qualité de livres et, d'autre part, il faut assurer, en même temps, l'ouverture culturelle à laquelle les jeunes lecteurs ont droit. Pour moi, il n'est donc pas question de s'enfermer dans un nationalisme étroit que verse trop facilement dans le chauvinisme.

Je pense que pour continuer à se développer en qualité, en quantité et en variété, l'édition québécoise de jeunesse devra prendre de l'expansion. Il faut percer les marchés internationaux. Que se soit en terme de co-édition, de traduction ou de vente de droits, l'édition québécoise doit trouver une clientèle plus large qu'un bassin de six millions d'habitants. Pour entrer et pour gagner, dans ce monde de concurrence économique à haute échelle, nos produits devront compenser la quantité de titres par une très grande qualité. Ils devront présenter des originalités incontestables. C'est dans l'affirmation de ces originalités et de caractéristiques spécifiques que nous aurons une force de négociation. Quelques exemples de traduction et d'exportation sont déjà réalisés et ces succès sont très prometteurs d'audaces nouvelles.

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IMAGES OF CANADA IN FRENCH CANADIAN LITERATURE FOR CHILDREN

Michelle Provost*

The very title of this talk raises a long string of sociological, theoretical and methodological questions. To try to deal with the "images of Canada" in French language children's literature published in Canada is to raise the whole problem of the national character of children's literatures and to imply that books have certain national specificities with respect to the whole body of international children's literature. But, how can one identify "national images" in books?

Questions of Images

First of all, what sort of images are we talking about? Can one identify, a priori, clear, well defined and indisputable images of Canada which one would then look out for in children's books? I asked myself if such images exist and how they might, perhaps, be used in our analysis.

Micro-images representing such-and-such a mountain, such-and-such a river, or a certain kind of tree? No, these come more under the heading of regionalism. Macro-images which refer to the wide-open spaces, to two oceans, to harsh climates? No again, these images are related more to a sort of overly broad pan-americanism. But do images of Canada exist, the kind of images of which the child or adult who spots it will say with certainty, "That's Canada there!"?

What would those images be? Those which the CBC network shows us at the end of its broadcasting day to tell us that there are no more programs and that it is time to go to bed? Images of Parliament Hill and the maple leaf fluttering there proudly? The peaceful images of the red uniforms of the R.C.M.P. (of the "police montée" as one says in Québec), images of the Pacific and of the Atlantic? Those of the

*See French text for footnotes and bibliography.

destroyers of the Canadian Navy cleaving the blue summer waves? Of prairies as far as the eye can see, of the Rockies, snow-covered even in summer? These pictures will not do either, because they belong rather to the fixed and somewhat disembodied symbols of tourism. And then . . . in any case, it is well known that children are already in bed at the hour at which the CBC ends its programming by "memorializing the image of a peaceful Indian".

Would one then keep the images of the colonists wearing checked shirts, of the brave "coureurs des bois", of large families, of beavers and moose crossing the road at every turn? These are images to which children have access in certain television programs and in a number of books published abroad. In this same literary genre, Africans are linked to their savannahs and their tigers, the Haitians to their coconuts, the Australians to their kangaroos, and the Gypsies to their guitars and their caravans . . . Outmoded and restricting stereotypes, these images draw the wrath of each of the communities portrayed. It would be heretical to consider these clichés as national images . . .

Thus, I don't acknowledge many a priori images of Canada which are both indisputable and interesting. Perhaps true images of Canada do not exist? In order to fuel this discussion, I will make the hypothesis that for the great majority of Québécois, the states of New England (New York, Boston, Old Orchard, the Maine coasts . . .) and France are culturally and socially closer than are Vancouver, Newfoundland or Toronto. Daily life in Quebec is marked strongly by American and European characteristics, more, in fact, than by Canadian images. Holidays, reading, movies, television, food, clothing, etc., are linked principally to France and to the USA. Besides, isn't this phenomenon, only with less influence from France, perhaps similar in Ontario, in Alberta or in New Brunswick?

At this time, I wish to distinguish clearly between that which could be called the images of a social (communal) life and the political images which certain theories of pan-canadianism are developing. I am not concerned about taking a political stance about these theories. Here, in the limits of

this talk, it is the relationship which exists between the life of the young readers and the books they are offered which is of interest to me. But given the difficulty of identifying hypothetical "national images" a priori, I will attempt to bring out some characteristics of francophone children's literature published in Canada while offering you a journey through the books.

What Body of Books?

I would like to specify that from now on I will draw my examples primarily from Québécois books. This will enable me to be a better guide, since these are the books I know best; but at the same time I don't think that this Québécois emphasis unrealistically curtails the body of literature under analysis. Since in actual fact, francophone literature published in Canada stems in great majority from Québécois publishers, authors and illustrators. According to the data of Claude Potvin, French language production outside of Québec since 1960 can be estimated at approximately three percent.¹ In addition, I will take into account translations of English-Canadian texts which are available in Québec.²

An Impressionistic Picture

In order to evaluate which particular social, cultural and ideological images the children's books of Québec present, I will permit myself to borrow, in very impressionistic fashion, certain concepts that have been forward by literary sociology and semiology, and theories concerning the learning of reading. Thus I will consider the process of historical and geographical recognition, and the phenomenon of socio-historical identification brought into play at the time of reading. I will discuss, as well, the linguistic and visual characteristics of the books. On occasion, I will use comparisons with other French language books available in Québec in order to better define certain characteristics, material, thematic or ideological of Québécois books. I offer you, thus, a mini-journey, a perspective, hypotheses to question and to verify.

Another observation is necessary. According to the genre of children's literature (novel, picture book, story and legend, non-fiction, magazine) and according to whether the style of the authors and illustrators tends more towards the traditional or towards the modern, the characteristics of books can be very different. I will attempt to take this dimension into account, without however, burdening the text with a surplus of information.³ The links formed between the books and the real world are far from being monolithic and static. The images conveyed in Québécois books evolved historically along with Western society, and they move within the larger trends of international children's literature. The comparisons that we can make together will illuminate, certainly, the hypotheses which I will pose here.

I will mention here a final methodological element. The titles which I will cite have been selected by different critics for their overall qualities and I have used a large number of titles in order to give you a better knowledge of the diversity and wealth of Québécois literature. I have sorted them according to the feature which seemed to me to be the most obvious, but certain books will serve as examples to illustrate other characteristics as well.

Physical and Visual Characteristics

It is indeed possible to speak here of Québécois books as distinct from the totality of the French language books available in Québec (that is to say, books of European origin). For the most part the picture books are published in soft covers; a number of them are illustrated in black and white. This phenomenon (the result, probably, of economic considerations) has allowed a number of artists to compose very dynamic sensory effects by using line, point, and daub. Gilles Tibo, Michèle Lemieux, Jean-Christian Knaff, Darcia Labrosse, and Normand Cousineau may be cited, among others, as illustrators who deserve the attention of young readers. In these two aspects, the Québécois book is probably closer to an American and Anglo-Canadian concept of the picture book.

The quality of color illustrations and of black and white drawings is, beyond any doubt, a great richness of the Québécois literature of the last few years.⁴ The illustrators are making the most of diverse techniques and styles in which humor, fantasy or realism produce visual representations which correspond to our life. Young readers recognize in them their seasons, their dwellings, their landscapes of city, of country, their seascapes. The interiors of houses, and of stores, the cars, the clothing represented form part of our daily North American life.

Linguistic Characteristics

Linguistic accessibility is of primary importance when one speaks of children's literature. In addition to certain basic principles which concern the readability of texts in general, be they English, Spanish or German, one finds here certain Québécois characteristics. In fact, the differences between the French written and spoken in France, in Belgium, in Acadia or in Québec are to be found in children's books as in books for adults.

Lexically, first of all, appreciable differences can be noted. Thus in Québec, children wear their gloves ("gants" or "mitaines") in order to go play in a snowbank ("banc de neige"). In France, "gant" is a face cloth; they speak of a snowdrift as a "congère", and the terrycloth facecloths found in Québec do not exist. The European rides a "vélo" (bicycle) or takes the "bus", the Québécois rides a "bicyclette" and takes the "autobus". In Europe the noon meal is called "déjeuner"; in Quebec, "déjeuner" is breakfast. The small child (known colloquially as a "gamin", in Europe, though not in Québec) goes to a nursery school called a "crèche", in Québec a "garderie". In school, the European child writes on an "ardoise", a slate, while the "Québécois child writes in a "cahier", a notebook, or on the "tableau", the blackboard. French children play at "la marelle" (hopscotch) or at "osselets" (knucklebones) and may spot a hedgehog under a chestnut tree. Québec children are more likely to play under maple or pine trees and to see marmots, groundhogs and porcupines. A note in passing:

Québec has made remarkable efforts to eliminate anglicisms from its French, while this has not been a priority in France. Thus, not only the linguistic forms may be unfamiliar to the reader, but also the realities they describe.

Here the problems of translation arise. Certain American books, closer to our own reality, come back to us in a sorry state after a stay in France. The distortion between the content and the form becomes irritating in some cases and it even confuses the story; the child recognizes a semantic reality close to himself but the text becomes an obstacle to the reading! Pedagogically of very little profit!

The closer the text comes to a colloquial level of language, the greater the problems. This liberty and a certain dose of "oralisation" are, furthermore, interesting traits in children's books, but these assets quickly become traps for a European translation, which addresses itself to publics which are linguistically different. A levelling-out, if it is possible at this level, is not always desirable.

We must also note that the syntax and the phrases used by a number of Québécois authors are generally simpler without, however, denuding the texts of rhythm or of originality.

If Québécois children's books are linguistically distinctive, one still does not find a "joual" (vernacular) period as was the case with a number of novels for adults written between 1960 and 1970, in which the writing was politically and linguistically militant. A "joual esthetic" developed in order to support nationalist assertions. Only one children's book, to my knowledge (Ticlotin et le réveil dodo, published by Aurore), used this formula, but it soon fell flat. The double encoding of written joual got in the way of the reading, as was the case with adult literature.

Thus the writing of Québec most certainly presents some unique qualities, but it should not be thought that the majority of European texts are hermetically sealed off from Québec readers. Far from it! Without being levelled to a "français international" (international French) which exists only in grammar books and dictionaries, several exchanges among the young have already proved successful.⁶

Geographical Indications

Frequently in Québécois narratives, locations are explicitly named. Through this means the readers can place themselves more easily in the physical environment of the books; it is more or less known to them. Alfred dans le métro tells of the adventures of a rabbit lost in the Montreal subway (the book contains a map along with the story). Surréal 3000 is a science fiction novel which takes place under Mount Royal in Montreal. Hébert Luée, eccentric traveller, is welcomed at Mirabel Airport by friends from Montreal's Duluth Street. The novel Pohénégamook offers an intriguing adventure about the monster of the lake. "La pêche aux poissons des chenaux" informs the reader about an event characteristic of the Ste. Anne de la Perade region: ice-fishing. Nogard, born a dragon, becomes a fireman in Chicoutimi. Fends-le-vent et le visiteur mystérieux tells a fantastic story which takes place in the Mauricie region. Les contes du sommet bleu invites readers to live with, to talk with and to love the moose and the bears of the Laurentians. In Nos amis robots, the science fiction adventure moves from Québec to Vancouver (it is the only "coast to coast" novel in this body of literature). Le chat de l'oratoire sets a story of friendship in a tourist area of Montreal.

To these examples of precise location, I will add only that several other picture books or novels integrate the details into the geographical context and thus facilitate a North American or even more regional identification. Certain publications, by including climatic conditions in the story or the illustrations also encourage recognition of the physical environment. The "Bébé-livres" series (Plumeneige; La vache Bossie; Les quatre saisons de Piquet) are of this kind.

These geographical and climatic indications cannot, of course, be considered "national images", but they certainly make the reading easier by offering elements which are highly significant. In my opinion, they are of special interest to the reader. I have often observed the surprise and pleasure of children who discover that they are reading about themselves in the books. "That happens at our house!" The strength of this argument is even greater when one knows the rarity of Québécois publications in our libraries . . .

Beyond the vision of a map of Québec marked with the titles of books, I will hypothesise that there is a special distinction in the settings of these stories. Thus, contrary to that which was frequently found in the French language literature from abroad, the countryside is not presented primarily, and in contrast to the dirty and suffocating city, as an idyllic world of green meadows and flowers where freedom reigns. In the whole body of Québec narratives it seems to me that the city, like the rural world or the forest, is invested with its respective good qualities and problems. Here we find worthwhile positive values.

IMAGES OF THE PAST

I think that one cannot pass over in silence one strong tendency of Québécois literature which has existed since its beginnings. The narratives placed in a historical setting are numerous and they emerge from a long tradition of writing. This tendency seems equally prevalent in the writings published in Acadia⁷ and in the translations of English-Canadian texts (Tom Penny; Le malédiction du tombeau viking; Écoute l'ouiseau chantera . . .).

Historical Novels

Young readers will find in the novels some images of the early times in the colony and they will discover the complexity of the human and social relations which existed between the various ethnic communities present at different periods. The French aristocrats and "habitants", the clergy, the "coureurs des bois", the Indian groups seen as friends or enemies of the colonists, the English, the Scots, the Irish, the militiamen. . . All these characters, famous or illustrious unknowns are to be found in these books. Menfoue Carcajou; Jeanne, fille du roy; Le trésor du scorpion; L'épée d'Arhapal are clear examples of this historical trend. Thus the historical heritage is often taken care of by narratives which are more or less fictionalised.

The quantitative importance of this genre is explained perhaps by two principal factors. In the first place, the shortage, until very recently, of teaching material in history

probably encouraged publishers and authors to want to fill this gap. Secondly, and from a more general perspective, one can believe that the history of a people constitutes, in a certain fashion, a guarantee of authenticity which the authors have wished to convey in their narratives. This, by the way, is a trait which is not exclusively Québécois; one has only to consider the numerous publications for adults, the films, the television programs which regularly offer us historical frescoes.⁸

Novels from 1940 to 1960

A number of other novels set their action closer to our own time, in the 40's, 50's and 60's. For children of the nineteen eighties, these texts often seem like "historical narratives". The social structure, the ideological climates which are described in these books are imprinted by clerical and moral authority, and the family models here are very traditional. In twenty years, the mores and the daily life have changed so much that the "images" which children today derive from them have an air of the very distant past. Among the works which recent reissues have made known to us, several turn out to be classics through the quality of the narrative framework and of the writing which one finds there. Examples are Le garçon au cerf-volant, La petite fille du printemps, and Le secret de vanille.

Often read with pleasure, these historical novels and "classics" can arouse the curiosity of young readers. One of the roles of teaching reading is to lead children to recognize how historical narratives might be questioned and criticized in the light of other sources of information. Works of fiction do not necessarily claim to be factually true and even the history explained in non-fiction books is never totally unanimous in its interpretation . . . There is therefore interesting and abundant material to supply profitable discussion with the young.

Tales and Legends

Dealing also with the past, legends are less fixed in their time (date) and the physical settings are often

interchangeable. They bring to life, again, the oral traditions of the old people sitting by the fire and, as is the property of all the legends of the world, they combine miracles, sorcery, celebration and often humor. By their very structure the tales challenge certain values while stressing others. They are often linguistically permissive; "Canadianisms" and colloquialisms are welcome here. This genre has developed steadily since the beginnings of children's literature in Québec.

Marius Barbeau (Il était une fois . . .), Germain Lemieux (Contes de mon pays), Claude Aubry (Le loup de Noël), Robert Choquette, Louis Phillippe Côté . . . and a number of other writers know how to make their readers laugh and shiver.⁹ Lately a new series of picture books, "Les légendes du Québec", offer the youngest readers simplified versions of legends; the texts are accompanied by modern illustrations. This enterprise is promising.

The popular images which are conveyed by the tales invite the readers to question their parents and grandparents about the truthfulness of the facts, considering the different versions. Such comparisons are fascinating and will reveal the malleability of language.

Indian Legends

Some Indian and Inuit legends are added to this repertoire. They will help to counterbalance the stereotypes (still degrading in too many cases) of the "good civilised white man" against the "barbaric uncultivated Indians". Tikta'liktak; L'Archer blanc; Glausgab and L'Ogre de Niagara are to be read in this regard. Other fictional narratives try equally hard to put Indian reality into a more honest context. Such is the case with Agouhanna; Kanuenten; J'étais enfant an Nouvelle-France; La dame épouvantail, and a recent series for the very young, "Les papinachois".

In general, the mores, customs, crafts and occupations of the Indian and Inuit people are illuminated and re-evaluated in these books. Still rare, however, if not totally nonexistent, are publications which present the modern reality and the current problems experienced by the Indians. The

image of Indians presented in Québécois books--still very traditional, but becoming more honest, less folkloric--seems to me to be of much better quality than the image presented in books supplied to us from abroad. Criticism in this respect ought to become more severe and demanding.

Non-fiction books

Adding to this important trend of returning to origins, in the domain of fiction, is a new series "Les bâtisseurs", which attempts to relate the memoirs of famous historical personalities. The magazine Vidéo Presse also publishes informational stories with historical content.

Images of the Past and the Perspectives of the Future

As we have just seen, the images of the past are important and they are presented through a variety of literary genres. In certain books, the past is questioned; in others, it needs to be evaluated, but it seems that on the whole, the texts try to give an image of pride and continuity to young people. What proves to be an important trait in these books is not, however, exclusive to Québécois literature.

IMAGES OF A CHANGING SOCIETY

If the images of the past are still present in our books, the seventies bear the mark of a change of theme and of presentation. Evolving with society and with the deep questioning of cultural and social models of the family, of education, of work, of the role of women, authors and illustrators are beginning to include in their books the signs of a changing reality. This bubbling-up of questions and of criticisms does not lead, however, to uniform images of modernity, and that is to be expected. I have kept those which seemed to me most often to be representative and those which seemed to be the most perceptive.

New Values

Readers are invited, while reading Max le magicien; La 8e merveille or Le roi de Novilande, to think about the astronomical phenomenon of consumption. With Monsieur Genou and

"Craquelin ler", they participate, with humor and derision, in the criticism of individual behavior which has lost its meaning in the "running fire" of society. In Le voyage à la recherche du temps, they will search for ways to take the time to live. Roch Carrier in Les voyageurs de l'arc-en-ciel urges them to consider the role of girls compared to the role of boys. In Hébert Luée, an original song questions the roles of mother and father in the context of work which is often alienating. L'Abécédaire, De zéro à minuit and Les crapauds let them play with the language of words and forms in order to learn to read and to count with enjoyment. Le grand qui passe ou les avions de papier and Le tour de l'île make use of poetry to enrich the ecological struggle, a struggle to which children are already very sensitized.

The values attached to daily life and to the family are also abundantly treated, as they have always been in children's literature. It is noticeable that lessons with punitive morals are on the verge of extinction and that more and more authors appeal to the autonomy of the child, to his critical judgement and to his involvement in the elaboration of new codes of behavior. The "Jiji" stories of Ginette Anfousse are good examples. Nor does Jacob deux-deux et la vampire masqué fail to make children react just like adults to an out-moded form of parental authority.

The opening up of the scientific world is accelerating in Quebec. With Le petit débrouillard, the children themselves will do their own chemical, electronic and biological experiments . . . Science fiction novels, well represented since the sixties, are, to a greater and greater extent, integrating modern technology into their stories, which is necessary in order to interest children who have watched live broadcasts of men walking on the moon. Some non-fiction books are starting to appear and they are very welcome. The "Héritage-Amérique" series, "Le monde animal" series, the Fleurbec books, the magazines Vidéo-Presse and Hibou (Owl) also provide information which is pertinent and close to the reality of the people of Québec.

The restoration of old objects and craftsmanship have a growing popularity in Québec. La révolte de la courte

pointe, Emile la baignoire à pattes, and Le roi de Novilande take up this theme in tales which are easy for the young to understand.

In Québec as elsewhere there are unconditional lovers of sports, and some novels are about hockey and baseball; these books can start interesting discussions about professional and team sports. They do not fail, in addition, to question the place of girls in the sports system; however the images of the new concept of physical fitness and of the beginnings of sport as relaxation are still quite unadventurous in the Québécois repertoire.

From the totality of the books published since 1975, one gets the impression, or image, of celebration. This translates itself into picture books full of illustrations and colors; it slips into the novels through humor and fantasy and it is concretely represented, too, in a story like Un été à Fleurdepeau. I also notice an opening out into the adult world. There are, certainly, more and more authors for adults who are also writing for children (Carrier, Roy, Jasmin, Vigneault, Leclerc, Poupart, Maillet . . .) but I think rather that here it is the elements of adult life which are integrated into the world of the child. The social values which I have mentioned are an example, and one could strengthen the theory by picking out in the books precise cultural references to the adult world.

This opening up to social questioning is not exclusive to Québec; this is proven by the trends in international literature; but what is perhaps peculiar to Québec is the simple way of doing it. Generally the titles do not present themselves as militant works or as defenders of theses. This last remark is merely a statement: I want neither to underline a lack nor to praise simplicity.

CONCLUSION

A Good Body of Literature

Faced with this exposition of characteristics and of trends one can agree that Québécois books constitute a good body of literature, one which is diversified both in

genre and in theme. One may also note with pleasure that the quality of the books is showing more and more. In 1982, more than 300 titles, reviewed by various critics in the last twenty years, could be counted.¹⁰ I am therefore an optimist about the development of our literature and I believe that it is by continuing to bring together the efforts of all those involved that Québécois books will, on their own merits, come to occupy wholly the position in the opinion of their readers which they deserve.

Pedagogical Assets and Book Selection

It is incontestable that children's books answer the socio-pedagogical objectives concerned with the development of the taste for reading and the acquisition of lasting reading habits. By offering the readers experiences which are significant and rich in possibilities for accompanying activities, they allow the learning of reading to be removed from the school context. In addition, maximum usage of children's books in the schools is being advocated more and more in Québec.¹¹

To adequately sustain these objectives, children's books, whether Québécois or not, must fulfill absolutely the criteria of world quality. These criteria are concerned equally with the writing and the text, the vivacity and the rhythm of the tale, the accuracy and pertinence of the information, the richness of the theme, the social and ideological values portrayed, the semantic and esthetic power of the illustrations and finally the organic arrangement of all these elements. In order to succeed, the book must be interesting to publics determined by age, ability to read, and interests. From this point of view, several Québécois books demonstrate considerable pedagogical assets. In effect, if one supports the principle that to read is primarily to read meaning, it is evident that for children the linguistic, geographic and cultural references to a known reality will facilitate the act of reading itself. In addition, their interest and their pleasure in reading increases with the possibility of recognizing their own cultural milieu, and, beyond this, it encourages a stronger critical attitude.

These considerations do not imply that one should limit books only to the world known by children. On the contrary, they are curious and their interests are many and varied. They appreciate hearing about a reality which is close to them, but they are equally partial to more distant realities. Also, I think that it is essential to respect this principle of openness and variety, but I believe it is no less basic to assure the young access to books which concern themselves directly with their own milieu.

Political and Economic Choices

If pedagogically, it proves to be essential to present young readers with books which correspond to their social, cultural and linguistic milieu, politically and economically it is essential to give priority to national publications through sales and through the recommendations for purchase made to our schools and our libraries. It is here that we must call for a basic political option: children's reading must be decolonised. Whether one examines the situation in English Canada, in Québec, in Acadia or even in France, this principle finds validity everywhere.

I will paint you a very quick picture of the economic situation of the Québécois book in Québec in order to let you see better the importance of stressing the choice of Québécois books.¹⁵ In Québec the book market is principally given over to European books originating from French or Belgian publishers. Our production consists of the miniscule proportion of one (1) title for every hundred (100) foreign titles. This approximate percentage remains conservative if one glances at the actual collections in our school and public libraries. Indeed the problems of information and of distribution add to the difficulty of obtaining our books . . . To qualify this total stagnation a little bit, I would like to emphasize that according to the information we have received from the Communication Jeunesse, the sale of Québécois children's books in book stores increased by 25 percent last year. The crucial promotion activities seem, therefore, to be effective.

Throughout the course of this presentation, I have frequently talked to you of foreign French language books. They are not exclusively French or Belgian; for the greater part they are the result of translations, or the sale of rights, or of co-publication. In France it appears that at least 60 percent of the available books are the product of this phenomenon. Over there, as well, there are some who are fighting for a national children's literature!

The internationalisation of the publishing business is not an open secret. It can have positive effects with regard to the quality of the illustrations and the research, and with regard to the diversity of themes. In addition, the large runs which it allows "might be able to" reduce the per/unit cost of the books . . . But, as we have seen, the questions of translation and a certain levelling of the contents can be handicaps to reading. In this way internationalised publishing may be interesting to the degree that it respects certain specific criteria of quality.

The analysis and the criticism of these books, each book individually, thus proves essential in order to be able to make judicious choices so that the collections of books in our schools and libraries can be complete.

Opening up the International Market

In order to survive and to develop, Québécois publishing can not be a cottage industry nor may it be confined to folkloric regionalism. If we must transcend national borders in order to attain better quality, at the same time we must also insure the cultural openness to which readers are entitled. For me it is not, therefore, a question of closing ourselves off in a narrow nationalism which turns too easily to chauvinism.

I think that in order to continue to develop in quality, in quantity and in variety, Québécois publishing for children will have to expand. It must break into the international markets. Whether it is in terms of co-publishing, of translations or of the sale of rights, Québécois publishing must find a clientèle larger than a pocket of six million inhabitants. In order to enter and to profit in this

world of large scale economic competition, our products must compensate for the quantity of their titles by their very high quality. They must be able to offer incontestable originality. It is in the affirmation of this originality and these specific characteristics that we will have bargaining power. Some translation and exportation has already been carried out and its success is very promising for new innovations.

SHARING CHILDREN'S LITERATURE: A CHALLENGE FOR ALL

Lucille C. Thomas

What is children's literature? Henry Van Dyke¹ defined children's literature as "compositions shaped by the creative imagination of those who through a sympathetic understanding of children are able to project themselves into the experiences of youth". Literature consists of those writings which interpret the meaning of nature and life, in words of charm and power, touched by the personality of the author, in artistic forms of permanent interests. Charlotte Huck reminds us that the experience of literature is always two dimensional, for it involves both the book and the reader.

Obviously, there are not clear cut lines between children's literature and adult literature. We are familiar with titles, such as Robinson Crusoe and Gulliver's Travels, that were written for adults but enjoyed by children; Treasure Island and Alice in Wonderland were written for children but enjoyed by adults. "The content of children's literature is limited by experience and understanding of children."²

It is the responsibility of librarians and teachers to provide literature in our schools so that children can grow in reading taste. If literature is made an important and natural part of the child's environment, it is likely that he/she will establish positive attitudes toward reading and literature that will remain with him/her throughout a lifetime. Each student will acquire only a love for literature that will provide a solid foundation for future learning.³

¹Henry Van Dyke, The Spirit of America (New York: MacMillan, 1910), p. 242.

²Charlotte S. Huck, Children's Literature in the Elementary School (4th ed.; New York: Holt, 1979), p. 5.

³Linda Leonard Lamme, ed., Learning to Love Literature (Urbana, Illinois: National Council of Teachers of English, 1981), pp. 1-5.

The general goals of a literature program include the following:

1. To develop insight into human behavior.
2. To provide vicarious experiences.
3. To develop the imagination.
4. To promote creative expression.
5. To provide enjoyment.
6. To present the universality of experience.
7. To develop an awareness of language.

As children become involved in literature, it extends their understanding and knowledge of the world and enhances their linguistic and literary development.

What kind of literature do children need? They need books of fantasy to stretch their imaginations, to lead them to heights of artistic creativity or scientific exploration not dreamed of before. Books to promote friendship, peace and understanding can introduce young people to other ways of living. Books can present a variety of ethnic groups and cultures in a positive and nonstereotyped manner; as well, books can tell children of their own ethnic heritage (history, myth, legend and folklore) to foster their ethnic pride and to give them a sense of personal identity. They need books that will prepare them to live in an interdependent world - books that recognize cultural differences, yet emphasize the many things shared by all of humankind.⁴ There are other conveyors of children's literature but this paper will emphasize print.

The five major categories of literature are (1) poetry, (2) folk literature, (3) fiction, (4) biography and (5) information books or nonfiction.

At an early age we introduce children to nursery rhymes, which are short simple poems. Most children enter the elementary school with a natural love of the rhythm and musical qualities found in nursery rhymes and poetry. Librarians

⁴"Children's Books for a Better World," Friends of IBBY; National Section Newsletter 3:1 (Summer-Fall, 1978).

and teachers have a responsibility to nurture this interest in poetry. Older children enjoy poems by Gwendolyn Brooks, Karla Kushkin and others who have sensitively described the feelings of children and how they see the world around them. Children may be motivated to read poetry by (1) reading aloud, (2) dramatizing - physical and verbal participation and (3) choral speaking and joining in repetitive lines.

Dr. Thomas A. Harris in I'm OK-You're OK⁵ states that "The CHILD provides the 'want to' and the ADULT provides the 'how to'." In dealing with creativity it is understood that the CHILD is the motivation for the creative experience in us no matter what our age. The ADULT in us provides the technical skill. If taught creatively, appealing directly to the inner CHILD, poetry can be a basis for developing reading skills, facility in oral communication and many other skills. Librarians and teachers are in charismatic leadership in introducing and sharing poetry with children. This is a time for the librarian and the teacher to plan cooperatively. Let them be saturated with poetry.

Another kind of literature for children is folk literature, which includes fairy tales, folk tales, myths, epics, ballads and fables. The action, colorful characters, and humor of folk literature entertain young readers. Folk literature may also inform about the ethical and moral values of the people who produce it.

Cullinan⁶ supports the idea that folk literature is the foundation of all literature. "In it, the wit and wisdom of the ages are captured and preserved to be passed on to each new generation."

⁵Thomas A. Harris, I'm OK-You're OK; A Practical Guide to Transactional Analysis (New York: Harper & Row, 1969).

⁶Bernice E. Cullinan, "Traditional Literature: Children's Legacy", in Bernice E. Cullinan and Carolyn W. Carmichael, Literature and Young Children (Urbana, Illinois: National Council of Teachers in English, 1977), p. 85.

Bruno Bettelheim in The Uses of Enchantment⁷ is convinced that folk and fairy tales are crucial for the psychological development of the child. He feels that "folklore helps children overcome psychological and emotional insecurities by suggesting images for their fantasies."

Fairy tales, unlike any form of literature, direct the child to discover his identity and calling, and they also suggest what experiences are needed to develop his character further. Fairy tales intimate that a rewarding, good life is within one's reach despite adversity - but only if one does not shy away from the hazardous struggles without which one can never achieve true identity. These stories promise that if a child dares to engage in this fearsome and taxing search, benevolent powers will come to his aid, and he will succeed. (Bettelheim, 1976, p. 24)

Readers have a wide choice from collections of fairy and folk tales from many cultures. From the cultures of Asia and North Africa we have the Arabian Nights which includes "Aladdin and the Wonderful Lamp" and "The Seven Voyages of Sinbad the Sailor". "Hansel and Gretel" and "Rumpelstiltskin" are found in Jakob and Wilhelm Grimm's collection of German tales. Stories of Paul Bunyan, John Henry and Pecos Bill are found in collections of American tales.

Myths which are intended to answer basic questions about the world; epics, stories about legendary heroes; ballads, dramatic story in verse; and fables, brief stories that illustrate a moral lesson form a major body of children's literature.

Fiction makes up one of the largest categories of children's literature. There are many kinds of children's fiction, including: (1) realistic, stories that deal with social issues and personal problems; (2) fantasies, (3) adventure stories, (4) stories about animals, (5) historical fiction, (6) stories that describe how people live in other countries.

⁷Bruno Bettelheim, The Uses of Enchantment; The Meaning and Importance of Fairy Tales (New York: Vintage Books, 1976), p. 5.

Thousands of informational books for children on many topics are published each year. Librarians must help the children select the best books, considering accuracy and authenticity, purpose, adequate coverage, style, organization, illustrations and format.

Children enjoy reading books about people. "Biography fulfills children's need for identification" (Huck) with people who are alive and with those who enriched our past. They may be inspired by reading about the achievements of Eleanor Roosevelt, Martin Luther King, John F. Kennedy and others.

Educational psychologists tell us that every child has basic needs, which include security, acceptance, adventure and responsibility. A.H. Maslow in Maturation in Personality⁸ avers that these needs of the child can, in many ways, be fulfilled through the reading of books. Vicarious experiences are provided through books.

Literature, if read and appreciated by elementary school pupils, can make contributions to their mental health by helping to supply basic needs. Good books can give one the feeling of adventure and new experiences. Some can help pupils to understand and improve their social relationship. Books can prove to be spiritual adventure and guidance, and help to console one in time of trouble and can show the power and persuasiveness of ethnic and moral principles.⁹

To aid us Charlotte Huck, in Children's Literature in the Elementary School,¹⁰ has listed characteristics of children at the various age levels and given us titles of books that best help each child meet those needs.

⁸A.H. Maslow, Maturation in Personality (New York: Harper, 1954).

⁹H.W. Bernard, Mental Hygiene for Classroom Teachers (New York: McGraw Hill, 1961).

¹⁰Huck, op. cit., p. 125.

With the integration of special education students in regular classes (mainstreaming), librarians must update their library programs to meet the needs of those children with emotional, physical, sensory and intellectual differences. The selection of materials for these children must take into consideration each child's functional level. Advanced technology and a variety of media designs may be used to increase motivation for reading and to facilitate learning experiences.

Materials selected for gifted children must be broad in scope and yet highly specialized in the areas of fiction, biography, mathematics, and science. The gifted may not need as much motivation for reading as the others but they need guidance.¹¹

Authorities agree that two of the most important motivating factors in helping children become readers are: (1) time for reading books of their choosing, (2) hearing good books read aloud by an enthusiastic reader. In addition to reading aloud to children, storytelling affords an excellent opportunity to share literature. Initially, the librarians and the teachers can tell the stories and demonstrate the art of storytelling. Subsequently, children can be encouraged to tell stories. In 1976, I initiated a Citywide Storytelling Program for youngsters in grades 3-6. Two years later the program was extended through grade 8. This program is organized and developed on the philosophical basis that storytelling, in addition to providing enjoyment, enhances the instructional program by offering specific practice in articulation, voice control and other elements of oral expression. The storyteller (child or adult) develops qualities of the creative artist - imagination, perception, insight, enthusiasm, spontaneity and concentration. The culminating activity is an Annual Citywide Storytelling Contest. Individual librarians can promote this activity in the library.

¹¹Barbara H. Baskin and Karen H. Harris, eds., The Special Child in the Library (Chicago: American Library Association, 1976), p. 145.

Older students enjoy book talks and book discussions. This format enables the librarian to plan the discussion around several books. Charlotte Huck has designed a "web" approach which permits the librarian or teacher to link knowledge of the books with children's interests, past experiences and developing abilities.¹²

Puppetry and creative dramatics are the most popular ways of extending literature. These creative activities may be supplemented by music and drawing.

The environment is a critical factor in determining what we can do toward helping children learn. Henry W. Rey¹³ states:

If education is to carry children more deeply into stimulating their senses, arousing curiosity, stimulating inquiry and helping them to achieve significant perceptual growth, then the learning environment should be designed with such objectives in mind. The learning environment should contribute considerably to the achievement of the objectives.

Many school librarians inherited library facilities designed in the distant past; some are fortunate enough to work in a setting designed to help achieve the educational objectives of the school. Occasionally, we find a facility that meets the criteria for sharing literature with children. Rarely are librarians called upon to make recommendations for a new flexible, functional library. During the early 70's I was fortunate enough to write two proposals and receive funding to design and implement a special library program for young children. Due to the overcrowded schools in the district, it was necessary to provide additional space for the library program.

¹²Huck, op. cit., p. 117.

¹³Henry W. Rey, "Creating Environment for Learning" in Barbara H. Baskin, op. cit.

For the kindergartners and first graders, I leased a Children's Caravan (mediamobile), which is a learning environment on wheels designed and organized to facilitate the freedom to discover, manipulate, make choices, learn by performing and responding. The focus of the program was children's literature shared through the use of print and nonprint materials. Inspirational materials that met the independent needs and interests of the children were selected to provide for diverse learning styles and levels of ability. Parent workshops were conducted to introduce appropriate books for children and to demonstrate how they could help their children reach their potential.

The John Steptoe Library, housed in a rented facility, was designed for second graders. Storytelling was one of the major components of the program. In addition, literature was shared through the use of films, filmstrips, puppetry and other creative activities. Teacher training was an integral part of the program.

The Children's Caravan and the John Steptoe Library programs supplemented the library offerings in each school. These programs are examples of creative approaches to sharing children's literature.

Sharing literature is not limited to the efforts of librarians and classroom teachers. Other human resources, such as parents, grandparents and paraprofessionals, can help nurture the life long literature habits. The reading encouraged in the home, not only depends on the existence of books, magazines and newspapers, but the modeling of their use of parents. Working on a partnership basis, librarians, teachers and parents can instill in children a love for their literary heritage.

Children's literature offers not only enjoyment but the opportunity of extending children's knowledge and deepening their understanding of the world they live in. Books, films, recordings, as well as other persons, serve as avenues for literary sharing and exploration. Teachers and classroom teachers must assume the leadership for designing and implementing an effective children's literature program. This is a challenge for all!

SHARING A RAMBLE WITH A WRITER

Jan Truss

I am the local writer; the one who lives a mere eighty kilometers from the site of this conference - a stone's throw on this vast Canadian landscape. You will hear, of course, from my funny accent that this is not the land where my first experiences of libraries and librarians came from. However - more about that later.

For the past twenty years I have lived on a small isolated farm south west of here in the bush and forested foothills of the Rocky Mountains. As I sit at my typewriter, pines, firs, and silver-barked poplars crowd at my windows agog with mountain chickadees. Blue jays flash by in brilliance. Three varieties of red-headed woodpeckers are resident. Deer stop by at salt licks, and even after twenty years of watching, I pause to watch again. Elk whistle love calls in the thickets. Occasionally a moose shoulders away our fences and more occasionally still the black bears come to investigate our house. For about ten years now I have sat at these windows becoming a writer; prior to that I was a teacher for twenty five years, in schools in England, in rural Canada, and at the University of Calgary. Being local, being essentially a teacher, I am immensely honoured and gratified by the invitation to be your guest speaker. I accept the honour on behalf of all those generally underpraised, forgotten souls - the local person and the teacher. You must surely be establishing a precedent, for which I thank you.

I came to writing very much as a second career and often find myself wondering how my books might have shaped and gathered had I brought to them all that young vitality I took to classrooms. Yet - I will not have regrets for I never doubt that teaching is the noblest of professions. What better thing could any of us do with our lives than take our caring, take the sharing of mankind's imagination and wisdom to the upturned faces of the young? And where am I as a writer? I am a novelist, a playwright, a writer for children, sometimes a poet, and recently a librettist for an opera. Ten

years is quite a short time in a writer's apprenticeship. I wonder this year if I can begin to feel that I have served my apprenticeship. I write to date about characters in my Canadian environment and am delighted, immeasurably delighted, that two of my heroines are on their way around the world. Jasmin, my most recently published novel grows out of my wilderness, my tiny village - and she is currently slipping into libraries all across the U.S.A. The Canadian edition will be out in September. Another young woman, Angela, from Bird at the Window has also travelled long and far, and found a place on the 1981 Carlsen Poll of Young Adults - in U.S.A. Imagine my delight, almost my bewilderment, as I walk down 5th Avenue in New York to see my publisher, me - from my wilderness, my isolation, striding out in the crowds and crowds. I think of my plain brown envelopes coming to this teeming place from the wooden cabin in the corner of the lumberyard that is my village post office . . . Then I have a small play for the very young that has travelled too, from its initial performance at the university of Calgary, to France, Russia, to 28 performances in Serbian in Belgrade and to 600 performances as a marionette show at Le Grand Théâtre de Québec. These things, these small successes still amaze me, make me want to share the personal element of 'reincarnation' with you.

How did you start writing? they asked me to tell you. How? Why? Well, twenty-five years in classrooms leaves a tired body. I really had begun to feel that my legs were bending and I know I was getting crabby. When I was forty-five I quit classrooms. My children were grown and gone, the house empty and tidy enough all day - so I stayed home. What now? What is there left to do? I thought with a tired sort of despair. I really thought I was finished, worn out, empty. In all the years I had taught, I had envied my students their joy in writing. They came with their marvelous writings - I never found those illiterates that catch so much attention for teachers - explaining their world not only for themselves but for me. It was almost as a carrying on of the pleasure of teaching writing that I decided to give authorship a try. Being of a practical nature, I sat down with an ancient and forgotten typewriter stolen from a high school repository for

out-of-date texts, and with a booklet called Typing Made Simple, closed my eyes and taught myself to touch-type. That took six weeks. Again, being practical, I set myself the assignment of writing a short story a week, the short story being a very compact and most demanding form. When three stories were neatly completed I sent them off to our most excellent public broadcasting system, C.B.C. for a radio programme. Two were purchased. The rejected one I sent off to our national woman's magazine, Chatelaine. How lucky I was. The fiction editor was encouraging, wrote how much the story was liked and would I fill it out a bit to make it suit their length. This I did - and another story was away. How easy it seemed! What was all the talk I had heard of rejection slips? My beginners luck held. At a workshop to which I had been misguidedly inveigled - misguidedly because I bore easily and because I know the only way to write is to get on with it - I was told about a contest to find a new Alberta novelist. I was told at lunch by three male companions who were displaying the riotousness of the bored - just like adolescents. Over beer they goaded me into entering the contest. There were only three months to go and all three of them were nearing the end of the works they were preparing for submission. That afternoon, in the long session when talkers talked about how to, I made a rough plan for the novel, went home and wrote, and won the contest. Nothing to it! How easy!

Well, let me hasten to assure you, that was the end of the easy times. I got my share of rejection slips after that - but am eternally grateful for all those persons and publications who gave me so much initial encouragement. Oh, and let me hasten to add a moral tone. That stolen typewriter; I passed it onto a struggling writer, a student of mine with a very real need. How much do I earn? Very little. Considerably less than I would as a teacher, or a librarian. But then, there are other rewards such as the joy of a small fame. Here I am speaking, speaking to you, a participant in this marvelous supper and celebration - because I am a writer . . . It is a choice I made. Some writers do make a lot of money, but the chances of writing a best-seller are comparable with the chances of winning a lottery. A well established writer

may make a solid, reliable living - I'm not there yet. Many, many writers are university teachers relying on their steady income to give them freedom to write. Of course, if one is a celebrity - say married to the minister of education - and does something vile, sexy, disgusting - then one could make a killing in paperback and hardcover. Alas, no celebrity, I shall just plug along with my small experiments. I hate to try the same thing over. I play around with short stories that are assignments I set myself, some problem of writing I want to solve that has nothing to do with markets or readers. Last year's book Jasmin was about a twelve-year-old, this year's Etta Ryan waiting for a publisher in the depressed market is the 'reincarnation' adventures of a fifty-year-old. The book market, of course, is at present in recession like all the other markets of the world.

Where does a writer begin? How does a writer begin? First one becomes a reader. It all begins with books and librarians. Wherever two books are gathered together there is a library. And wherever caring eyes recommend a book, offer to share an experienced delight - there is a librarian.

Oh - you must understand, that when I speak of books and sharing I'm almost always referring to fiction. Fiction is the distillation of this wonderful world and life's struggles on it. It is the facts digested and considered. It is where a patient human being has taken time, long and slow, to sort out, to explain, an aspect of us in time and habitation, when time becomes timeless, and all habitations are ours. How can I think otherwise but that fiction is the greatest force, I who come from the land of Shakespeare? When I emigrated to Canada more than a quarter of a century ago to be a teacher here, I was troubled to hear so many teachers, librarians, parents, affirm almost boastfully, "Oh, I don't waste time on fiction. No, no, no, I don't read novels." Novels! The noses twitched as at a bad smell. How will we know who we are and whence we goeth without our poets, our song-writers, our distillers of experience, our novelists?

Fifty-two years ago when I first went to school there were no school libraries. There were books on window ledges, just a few books in each classroom. Sometimes when you'd

been good and finished all your work you were rewarded by being allowed to go to the window to choose a library book. So few books - they were known and shared. "What shall I read today?" the teacher would ask in those elementary years. We'd all cry out our choice and with a great gesture she'd choose from the window ledge. Then we'd watch her face grow lovely as her voice crept among the desks with the magic of the story. I'm glad I was not read to by a tape machine, or by an expert on a television screen. Each bit of technology places a layer between gut communications. I still want to remove the layers, meet eye to eye - get something real from the lovely face of a sharing, breathing human.

How soon we learned to read. What do I mean by read? Well it's not much to do with nasty little exercises on content and comprehension. It's something to do with being lost in a book, with being transported. I remember my first awareness of the magic of having been lost in a book. We lived in a big house with cellars. I was scared of those cellars. I always thought I could hear things on the stone steps that went down into the dark, chill places. I'd been left alone in the room at the top of that fearful stairwell to 'be a good girl and look at the nice book.' I was six years old and the book, I remember still, was an Enid Blyton one about rabbits. I started to read, got caught in the pages. Time flew and the fear was forgotten. I had been transported. It is my firm belief that we haven't taught a child to read until he or she has had that total absorption, the experience of being transported.

From the beginning there was a real, big library on the edge of my awareness. There was the promise that when I was eight I could join the library. It was like a rite of passage. Legally, eight was the age for getting a library card. I dreamed of the day. When that day came, we no longer lived in the big house - it had been lost with everything else the family had to the Great Depression - we lived five miles away in what was virtually slum clearance; the rich girl from the big house was now an abysmally poor child with an invalid father. Joining the library brought back riches. I was to walk those five miles through the city streets every Saturday

afternoon for the next six years and spend hours, absorbed hours among the stacks. I got books not only for myself but for my parents and for an old lady. Such a clumsy pile to carry and I remember bleak winter days because I never had gloves. "Novels, remember, NOT short stories," my father insisted. "Don't dare bring me another book in the first person, nor in the present tense", my mother grumbled. Practical experience was better than any exercises on those things. I stood by the stacks - which I can still remember - reading beginnings of Ethel M. Dell, somebody Warboise, Dickens, Dumas - making sure they were suitable. It was a marvelous library, the whole bottom floor of the Sutherland Institute. A big children's section with such direct and clear labelling; School - Boys, School - Girls, Adventure, Mystery, Cowboy. The librarians, always women - I don't remember a man - wore green wrap-around overalls and were enthusiastic and kind, keeping an eye on young persons like me who spent hours choosing, comparing and talking books with other Saturday afternoons. Without any courses or lessons I learned the relationship of those little catalogue cards in the stack of brown drawers in the corner of the adult library, the relationship to my needs and to the books on the shelves. A direct learning process. I saw the old men in the vast reading room, old men nodding over newspapers for the long hours of their days. You had to get a key from the librarian if you wanted to go into the silent reference library. Not many persons went in there.

I was in love with those librarians. One of them lived out in my direction and sometimes I followed her home - a long way behind - after she got off the double decker bus. She lived in a rose trailing cottage along a country lane; and I thought she was special and magic. Strangely enough, when I was a woman I called my son Martin; that librarian had a brother called Martin, outside my reach, outside my touch, divine because he was the brother of the librarian.

The Sutherland Institute with the library on the bottom layer was an enormous Victorian brick building which I got to know in all its intricate details when I got my scholarship, that much maligned elitest English scholarship, to the

grammar school. Our school spread out into the layers of the institute, its lecture theatres, bottle-and-test-tube-complicated chem. labs, physics labs, and best of all the art studios at the top. In those studios there were larger than life plaster reproductions of famous sculptures among them Greek gods, naked and marvelous. Perhaps it was because of those additions to my library that I became an art specialist - before I was a writer.

The school itself had no library, of course. Now the books were not only on window ledges but in glass cases along dark corridors, even along the back of the stage in the assembly hall. I remember the masters; masters at this stage because only a few girls found their way into free-place grammar schools. The masters knelt by the book cases with their tattered academic gowns on the dusty old floors taking dingy volumes from the packed shelves, recommending, sharing. I remember their diffidence, their gentle scholars' eyes as they offered the books of their boyhood to this unknown quantity, this girl. They gave me Masefield and Conrad, adventures of the sea. There was the wonderful summer when I was ten and got lost in a tattered book called Jeremy and Hamlet by one of England's historical novelests - Walpole. I rushed to find everything else he'd written from that other library. Somehow, because of the masters, I grew to discern the difference between the lightweight and the searching, between literature and crap. It was never spelled out - but the books in those dingy book cases were the classics, passed lovingly, tenderly from one generation to another, recommended, shared. The big library was eclectic. You could find everything there - lots of books you studied and kept to yourself, never let your parents know they were there. Of course, in my schooldays we were given holiday reading lists, twenty to thirty novels, sometimes autobiographies. There really wasn't time to be waitresses and such. I have nieces and nephews in old grammar schools in England now - and it is still the same for them. Rich holidays grew around those books from the lists. I remember hours on hours by a gurgling stream one summer with War and Peace, Emma Goldman, and Vera Britain's Testament to Youth. There were women teachers, the mistresses, towards the

end of school, adding their choices, their tender sharing. Yes, to make a writer, I think you first make a reader. But a joyful reader.

When I was preparing this speech inevitably I got to reminiscing with my husband who is from a similar background. What about research? we asked ourselves. Research? Do we mean investigating at source or looking things up? We were involved in direct observation but the looking up aspect was almost non-existent. That in a system where it was a regular thing to write one or two essays a night for homework. What did we do then? We took the two or three facts learned in class time and reasoned with them in conjunction with the background material we were in process of absorbing. Absorbing; there is a limit to the amount of information that a mind can retain. Anyhow, in this age of computers when the press of a button can bring to a screen and print out everything one could reasonably want to know on any given topic - what is this modern thing that more than half fills our libraries with reference books from which thousands of children will laboriously copy things out - blinded by information when they might be better employed reasoning, conceptualizing with a few understood and absorbed facts? They could even be being transported, learning a unity of fact and soul through fiction.

Eventually, out of all my books, librarians, masters and mistresses, I became a teacher. It wasn't quite what I wanted. I'd wanted to read journalism at Oxford and eventually write articles for publications like the Sunday Observer, and Time and Tide! High ambitions, eh? However, teaching soon absorbed me, and I have no regrets. Now, I think of myself as first the teacher, and only second the writer. I remember in my early years taking a Canadian classic, Anne of Green Gables, into underprivileged city classrooms where the dust of World War Two shrouded the windows. Prince Edward Island lent its blossoms and its romantic pathways for afternoons of enchantment for many young persons who would never touch lawns or see the sky through a tree's leaves. Some of those students were sewn into their clothes for winter. And libraries grew on the window ledges under those grimy windows. Eleven - twelve years later I emigrated to rural Alberta never

having known a school library that extended beyond window ledges and glass faced cases in dark corridors.

Of course, when I came to Canada twenty-seven summers ago - it was still books on the window ledges. There were no school libraries then - at least not in my rural schools. But what rich collections we were able to make on those window ledges. There are years I associate with the books we found in bookstores, books I shared with students, books they introduced me to. A young man who didn't learn to read until grade ten introduced me to a Canadian autobiography which I regard as a classic and accessible treasure. It is Three Against the Wilderness. The recommending, the sharing are so much bigger things than mere effective cataloguing and shelving.

But now I am a writer. What's it like this being a writer? they asked me to tell you. Well, it's very much a sit at the desk from 9 to 3 and get on with it job. A job like any other. Yet with it there go honours and a regard that is surprising. Often, although we make little money, we are perceived as successful, almost magic persons. Recently an old, old friend of mine said in some sort of awe, "All those years ago - how could we have known you were going to be this - this famous writer". Famous! That word is often used to describe us when we have a mere few words, public and in print. No, it is just another job; the day's few pages repeatedly rewritten until they are good enough to offer to a reader . . . Now I am a writer I almost dislike libraries. The crowded shelves not only make my own efforts seem so miniscule, they scream at me with the hopes and dreams of all those writers who wrote and rewrote the pages. Passion, despair, and the loneliness of the solitary worker, patient and persistent at a typewriter - all there, heavy, brooding on the library shelves. A terrible human weight.

One could not talk of being a writer in Canada without praising the support we get from our governments. By support I mean encouragement and publicity more than anything drastically financial. Alberta Culture has a very active program to encourage writers. This government boost is necessary at this stage in our nation's development; we are a very young country still struggling to find our identity, to explain ourselves to

ourselves. Back in 1974 the government of Alberta initiated The Search for a New Alberta Novelist Contest. My Bird at the Window was the winner of that first contest - which was very nice for me . . . Our federal government through Canada Council does a wonderful thing for writers, children and librarians. In the third week of November every year it finances a mass movement of authors. All across this vast land, authors fly or are driven over the wintry landscape to schools and libraries in the most remote places as well as in the cities. As I'm skidding on some icy road or flying above a frozen lake I like to think of all of us writers engaged in this mass mission of 'meet a Canadian Writer during Children's Book Festival Week'. Canada Council funds library visits during the rest of the year too. Recently I was flown up to a remote, isolated school in northern Alberta to be the children's own writer for a day. It was like going back in time. The car park was rutted earth. No carpets in the classrooms there. But an enthusiastic spirit. All day I sat at one end of a naked, echoing gymnasium on a small chair while group after group of children and young adults came in with their teachers. I read all day to the earnest faces, read to more than four hundred souls excerpts from novels, plays, stories and poems. Some of the older guys, never having experienced a writer and a reading before came prepared for boredom with copies of Omni and pocket books. They laughed, confiding to me as they left that it hadn't hurt at all, 'in fact it wasn't bad'. Let me tell you, just a little mischievously, that the only person in that school who did not come to the reading in the gymnasium was - the librarian. She really needed the time to shelve books.

And - another federal government endeavour which is much appreciated by writers for young people is the Children's Book Centre in Toronto. There our Canadian children's books are collected, displayed, and promoted. To get the seal, A Children's Book Centre Choice is an honour. I was fortunate to have this seal on my novel, A Very Small Rebellion which is published by a gutsy, small publishing house, LeBel of Edmonton. That book is closely tied in with Canadian history and one of our heroes, Louis Riel. It is a modern day story

of Indian and Metis children running parallel with the Riel story of a hundred years ago. The Children's Book Centre seal is good for sales.

On that bright note I will end the sharing of this one writer's involvement with books, librarians, and weaving words for pages. How do you get the pages published? they asked me to tell you. You work very hard at the typewriter for long, long hours. You write and rewrite, then start all over. When at last you've made something you feel confident in, you put the pages in a big brown envelope enclosing a SAE* - and you hope, and you pray, that somebody will like it, and publish it, and pay for it. You want to share it - and it's very rewarding when you do.

*Self Addressed Envelope for return mailing.

IMAGES OF CANADA IN ENGLISH CANADIAN LITERATURE FOR CHILDREN,
OR, AFTER ANNE OF GREEN GABLES

Shirley Wright

First published in 1908, translated into a dozen or more languages, acclaimed by Mark Twain, still read by children, and reread by adults in spring-induced nostalgia for long-gone childhoods, Lucy Maude Montgomery's Anne of Green Gables may well epitomize for many readers, abroad, their image of Canada. Warm-hearted, high-spirited Anne (whatever reservations some Canadian librarians may have about other literary aspects of the work, Anne still "lives") has been a popular ambassador of her country for seventy-five years.

Yet in those years, the peaceful, parochial society Montgomery affectionately describes, has all but disappeared. Anne of Green Gables, and its many sequels, are now really a part of history. And as with all history, there are elements which offend another generation's sensibilities. Lucy Maude was not immune to the prejudices of her community, particularly with regard to the "French", who appear only as "hired help", and none too bright at that. When Anne saves Diana Barry's small sister, seriously ill with croup, her ministrations are necessary because

Young Mary Joe, a buxom, broad-faced French girl from the Creek, whom Mrs. Barry had engaged to stay with the children during her absence, was helpless and bewildered, quite incapable of thinking what to do, or doing it, if she thought of it.¹

Later, ". . . Mary Joe, honestly anxious to do all she could, kept on a roaring fire and heated more water than would have been needed for a hospital of croupy babies."² Then

¹Lucy Maude Montgomery, Anne of Green Gables (Toronto: McGraw-Hill, 1942), pp. 151-52.

²Ibid., p. 153.

there was Anne's famous cake, flavoured with liniment instead of vanilla. The final word on that was Marilla's: "'Well, you'd better go and give that cake to the pigs . . . It isn't fit for any human to eat, not even Jerry Buote.'"³ Jerry was the hired hand, also from the "Creek". But that last incident always worried me. Anne did have a cold, but surely someone would have noticed the difference between a kitchen filled with the aroma of a vanilla-flavoured cake and one flavoured with liniment?

Montgomery does reveal an occasional streak of incipient feminism, as when Anne innocently remarks that her mother gave up teaching after marriage, not because of any policy against married women teaching, but because "a husband was enough responsibility".⁴

An interesting omission from Montgomery's picture of her native Prince Edward Island, in Anne of Green Gables, is reference to the sea. Anyone who has visited "The Island" knows that two physical features predominate: the red-brown earth of fields and roadside, and the blue (or grey) sea. Yet though the sea is an integral part of some of her other works, here, apart from a brief description of a buggy-ride along the shore road, and the distant glint of water that Anne catches on that first night from her gable window, the sea is almost invisible. Anne and her farm-folk clearly identified with the land - and young readers may be left with an incomplete picture of "The Island Province".

But enough of Anne! Yet if this image is no longer valid, or at best only partly so, what do we have to offer in its place? What messages about Canada do we have for Canadian children, to reinforce their feelings of "Canadianness", or for children in other countries, to expand their understanding of the global village in which their lives take shape?

³Lucy Maude Montgomery, op. cit., p. 188.

⁴Ibid., p. 42.

You will note that I do not question the need for Canadian books. For years the debate raged between two extremes: those who would accept any children's book that mentioned a Canadian place name, and those who would accept only those judged to be of high literary merit, whatever their origin. Now, however, I think there would be general agreement with Sheila Egoff, when she says

A study of Canadian children's books . . . can throw some light on the nation itself . . . They show what Canada and Canadians are like, what values we respect, how we look at ourselves today, and at our past.⁵

These are significant considerations for the books and children of any country.

But the way these images are clothed, through literary craftsmanship, is important. Rather than give a detailed exposition of literary criteria, two further quotations will suffice, another by Egoff, and one by Rebecca Lukens. The latter summarizes a discussion of literary quality thus:

Words are merely words, but real literature for any age is words chosen with skill and artistry to give the readers pleasure and to help them understand themselves and others.⁶

Egoff says, "Canadian children's literature now constitutes a body of writing that deserves recognition and evaluation, and not merely from Canadians."⁷

⁵Sheila Egoff, The Republic of Childhood, 2d ed., (Toronto: Oxford University Press, 1975), p. 7.

⁶Rebecca J. Lukens, A Critical Handbook of Children's Literature (Glenview, Ill.: Scott, Foresman, 1976), p. 7.

⁷Egoff, p. 7.

It is Canadian books, in the English language, books whose authors have attempted such standards of excellence, that I would like to share with you today. Clearly some achieve the desired quality more fully than others, but each, however wholly or fleetingly, has made a statement about some aspect of "being Canadian".

Now, can I define succinctly what I mean by "Canadian-ness" or by "being Canadian"? No, not really, for it means many things. Canada has a population of nearly 24,500,000 spread most thickly in a strip along the 49th parallel, from Atlantic to Pacific. The remainder of the population is scattered in varying degrees of density over 3,851,787 square miles, or as Canadian children are now taught, over 9,976,128 square kilometers. Moreover, along with the original Indian and Inuit, the French and the English inhabitants, Canada is now home to an increasing variety of ethnic groups. In the latest Canadian Census, 61% of those reporting gave English as their mother tongue, 26% French; Italian and German each accounted for 2%, while Chinese, Portuguese, Dutch, Polish, Greek, Ukrainian, and native languages represented 1%, with a final polyglot "other" also at 2%.⁸ These figures may seem too small for much impact, but in 1981, 5,076 residents of northern Alberta, born in 114 different countries, became Canadian citizens.⁹ The teacher-librarian in an inner-city Edmonton elementary school works with children from 26 different ethnic backgrounds, most from families recently arrived in Canada. In schools in such high immigration areas as Toronto, Montreal, or Vancouver, the ethnic diversity would be considerably higher.

It has been official Canadian government policy, since 1971, to encourage the retention of the ethnic heritages of Canadian peoples, through multicultural and multilingual

⁸Reported by Canada Census, 1981.

⁹Letter to the Editor, Edmonton Journal, Saturday, July 3, 1982, p. A5.

programs. This is what we refer to as "the Canadian mosaic", and it explains why there is a series of three presentations at this Conference dealing with "images of Canada", images that are part of an overall design of small colourful pieces which form the Canadian entity.

The selection of such images that I have made for this paper is limited to creative writing in the English language. It will not help you see the whole design, even of that portion, as I can deal with only a few of the "small colourful pieces". My selections are personal; some are recent, while others could be termed "standard", or even "classic"; but each, for me, has a special message about Canada.

Let us begin, then, with a book that is an acknowledged classic, although it has not yet achieved its fifteenth birthday. Its appearance, in 1968, was a major event in Canadian children's literature. The Wind Has Wings: Poems from Canada was the inspiration of Mary Alice Downie and Barbara Robertson. These two women, unable to find a suitable collection of Canadian poems for their own families, compiled one themselves. Their selection is not of poems written specifically for children, but of poems to which they respond, offering thus a wide range, from Irving Layton's

A spider danced a cosy jig
Upon a frail trapeze;
And from a far-off clover field
An ant was hear to sneeze.

And kings that day were wise and just,
And stones began to bleed;
A dead man rose to tell a tale,
A bigot changed his creed.

The stable boy forgot his pride,
The queen confessed an itch;
And lo! more wonderful than all,
The poor man blessed the rich.¹⁰

¹⁰Mary Alice Downie and Barbara Robertson, eds., The Wind Has Wings (Toronto: Oxford University Press, 1978), p. 43.

to Robert W. Service's The Shooting of Dan McGrew, as well as Eskimo chants (including the title poem, The Wind Has Wings), and several French-Canadian folksongs. The variety of poetic forms is as eclectic as the range of poets. But the book is not only noteworthy for its poetry. In this, the very first Canadian venture into full-colour illustration in a children's book, the poems are joyously complemented by Elizabeth Cleaver's collage paintings with their clear jewel-like colours and fascinating shapes and textures. Cleaver is particularly successful in creating backgrounds that bespeak Canada - the Montreal garden where walk the Sisters of the Hôtel Dieu, the splendor of the aurora borealis with diminutive white shapes in the foreground suggesting an Eskimo and an igloo. The book was a worthy winner of the first Amelia Frances Howard-Gibbon Award for illustration, an award established in 1971 when finally the quality of children's book illustration in Canada was such that the Canadian Association of Children's Librarians felt justified in offering an illustrator's award to match its Children's Book of the Year.

With this interest on the part of CACL and of such Canadian publishers as William Toye of Oxford University Press, publisher of The Wind Has Wings, and Mae Cutler, of what we call "a wholly owned Canadian company", Tundra books of Montreal, the 1970's saw the advent of a number of fine illustrated books, and the filling in of a particularly distressing gap in Canadian picture books.

Early on the scene was Mary of Mile 18, written and illustrated by Ann Blades, the story of a little Mennonite girl and her family in northern British Columbia. To call Blade's illustrations naive or primitive in no way denigrates her artistry. Rather her capacity to suggest emotion through the body postures of her figures, and her obvious feeling for both the harshness and the beauty of the land she portrays, give life and meaning to this quiet story of Canadian childhood. It is interesting, however, that the award Mary of Mile 18 received for its year of publication was the Book of the Year Medal rather than the Amelia Frances Howard-Gibbon Award.

The winner of that award was also from Tundra, A Child In Prison Camp. Here, another author-illustrator, Shizuye Takashima, recounts an unhappy episode in Canadian history when, in World War II, all those of Japanese origin were uprooted from their West Coast homes and herded into internment camps. Her story is told in the present tense, with the economy of words and understatement that is the hallmark of a Tundra book. The text and the soft, blurred watercolours recall with poignancy, but without bitterness, the events of those terrible years. At the same time, they capture vividly the grandeur of the mountain setting of the camp.

Though the expense of full-colour printing will probably curtail expansion in the 1980's, the foundation for the Canadian illustrated book has been firmly laid, not only by these works, but also by others. I refer particularly to books from a number of small independent publishers who, presumably unable to afford colour printing, have opted for good black-and-white illustrations. Among these is a solid favourite with preschoolers and their mothers, Bonnie McSmithers (you're driving me dithers) with words by Sue Ann Alderson, and illustrations by Fiona Garrick. The popularity of "Bonnie" with its catchy repetitive phrase, "Bonnie McSmithers, you're driving me dithers, and blithery, blathery out of my mind", has occasioned two further stories about this mother and daughter duo, and their adjustment to each other's ways.

I will discuss more of our illustrated books as part of the mainstream of our children's literature, examining some of the themes our writers and illustrators have chosen to tackle, and the way they have handled them. Since basic childhood experiences are essentially the same the world over, there will be no new themes. The manner of their presentation does, however, reflect something that is peculiarly Canadian.

The total body of works is not as great as those 114 countries, plus our founding nations would suggest to be desirable, although it is steadily growing in size. Some of the efforts are tentative, and the teacher-librarian in that inner-city school is still dependent on works from abroad for stories about race relationships, about adjustment to

different cultures, or about celebrations of new and old lands. They are useful and worthwhile in themselves, but lack the deep click of self-recognition.

Certainly over the years, we have had our share of books about young lads and maids who sailed across the seas, surmounted the hardships of life in the new land, (inevitably including a harsh stormy winter) or the French and Indian Wars, or the American Revolution (in which our heroes and heroines were of the Tory persuasion and became United Empire Loyalists), or the Riel Rebellion (Canada's controversial mini-revolution on the western plains) to achieve, not fame and fortune, but, more suited to the Canadian temperament, contentment and perhaps modest prosperity. Few of these works have achieved lasting recognition, for our authors of juvenile historical fiction have been determined to make children aware of the facts of the past, all too often to the detriment of a good plot and believable characters. We still await an Esther Forbes or a Rosemary Sutcliff so steeped in a historical period that the story becomes a logical extension of a time and place, rather than a fictionalized travelogue by a young raconteur.

Bill Freeman's Shantymen of Cache Lake, winner of the very first Canada Council prize for children's literature in 1976 is a case in point. The colourful nineteenth century lumbering industry of the Ottawa Valley, where men spent long winters in isolated camps, cutting the trees which were floated down the river in gigantic log drives in the spring, provides good grist for a historical writer, and Freeman is successful in recreating the era. But that a fourteen year old boy and his thirteen year old sister, lowly cook's helpers, should become the rallying point for the loggers in establishing a labour union stretches credulity. Too often in our historical works, the child reader might gain the impression that if a certain youthful protagonist had not appeared, events in Canadian history might well have been very different.

Historical experience is much stronger in Janet Lunn's Root Cellar, actually a time fantasy, in which a modern girl, come to live in an old Ontario farm house, escapes the

uncertainty and confusion of new surroundings through the root cellar door to the era of the American Civil War. There she travels with a new-found friend to find a young Canadian-born soldier serving in the Union army. When they locate Will in an army hospital, he reluctantly shares with them his agonizing discovery that "it wasn't my war . . . it just wasn't my war." Though the modern-day setting and characters are not entirely convincing, Lunn, herself an emigr  from the United States, deftly captures the mood of the period. Root Cellar was named the Canadian Book of the Year this past June.

Another recent book which deals directly with the immigrant experience in an historical context is Pettranella, written by Betty Waterton and illustrated by Ann Blades. When Pettranella's family emigrates to Canada, her grandmother, "too old to make such a long journey" gives the child some flower seeds to plant in her new home. Although Pettranella is heartbroken when she loses the seeds on the way to the homestead, on a return journey many weeks later she finds her flowers growing beside the trail, "and to this day Pettranella's flowers bloom each year beside a country road in Manitoba". I have not seen the American edition of this book, but a participant at this Conference, has said that the Canadian place names have been changed to American names. In that case, American children are the poorer for it.

The literary treatment of Canada's native peoples is also still tentative. Egoff, among others, has noted that the most successful of these deal with a time "before the white man came". Certainly of that period, but not the worse for it, is a book now nearly twenty-five years old, Edith Lambert Sharp's Nkwala. This is a beautifully told tale of a young Spokane Indian's attainment of manhood as his people journey northward to the Okanagan Valley in what is now British Columbia. Another British Columbia book, Roderick Haig-Brown's The Whale People, also deals successfully with the maturation of a young Indian chief, this time of a North Coast tribe.

Another successful book on this topic, also by Betty Waterton and Ann Blades, is A Salmon for Simon. Simon's ambition is to catch a fish, a salmon. But then an eagle drops

the big salmon that was its prey into a tidepool near Simon's feet. Touched by its helplessness, Simon digs a water channel in the sand so that it may swim back to the sea and freedom. Only through Blades's water-color paintings do we learn that this compassionate small boy is a modern Indian, clad in jeans and gumboots, living in one of the small straggling Indian villages that dot the British Columbia coastline.

A writer who has worked long and diligently to bring young readers to an awareness of Indian culture is Christie Harris, through such works as Once upon a Totem, Raven's Cry, and now her "Mouse Woman" stories. Though one may have reservations about the shape and form of the latter tales, they do strongly reflect Indian values and beliefs, and they are further strengthened by Douglas Tait's disciplined but sensitive black-and-white illustrations of people, animals and artifacts.

James Houston is equally well known in Canada and abroad for his portrayal of the Inuit way of life. The White Archer received the second of Houston's three Book of the Year Awards. It is the story of a young Inuit who seeks revenge on those responsible for the murder of his family. In one outstanding illustration, more than a little reminiscent of Inuit soapstone carving, Kungo reflects sadly on the death of a white goose, for which he was named, his bowed head balancing the goose's head which dangles limply from his outstretched arms. More recently Houston has experimented with white/Inuit relationships in Frozen Fire and its sequel Black Diamonds, the ending of the latter almost promising a trilogy.

Children's books that deal with another major Canadian issue, anglophone/francophone relationships, or with aspects of either culture, are still too few and far between, although the number of translations from one language to the other is gradually increasing to a trickle if not a flood. Among them, signposts for the future, stand the English translations of Suzanne Martel's La Fille du Roi/The King's Daughter, Claude Aubry's Agouhanna, and Marsha Hewitt and Claire Mackay's One Proud Summer, a story in English about some young participants in a landmark labour strike in 1946 in Valleyfield, Québec.

Other titles worthy of consideration in the Canadian mosaic include The Sandwich, by Ian Wallace and Angela Wood. Here a small Italian-Canadian boy is taunted by his school-mates over his "stinky meat" sandwiches. With fortitude, and a little guile, he convinces them that provolone and mortadella are really tasty. In Rebecca's Nancy, a modest little story by Joan Reimer Goman, the search for a lost doll introduces readers to an Ontario Mennonite community. Sing Lim's West Coast Chinese Boy recounts the joys and fears of growing up in Vancouver's Chinatown in the earlier years of this century.

Canadian writing is not, however, limited to ethnic themes, as the works of the young Newfoundland teacher, Kevin Major, will testify. In Hold Fast, and in Far from Shore, Major's sturdy teenage protagonists deal honestly and courageously with great tragedy and the lesser but still crucial problems of adolescence. His evocation of the Newfoundland setting is as strong as his characterizations.

But I do not want to leave you either with the impression that our writers write only about Canada, or that they are a humourless, navelgazing lot, devoid of flights of fantasy. Each year, several thousand American and British children's books arrive in our stores and libraries, while our own publications range from thirty to a hundred or so. We have to write about ourselves, and we can do it with humour and joy. An example is another Canadian classic, Dennis Lee's Alligator Pie with its rollicking nonsense verses about our place names, and about day care centres, and babysitters, the paraphernalia of growing up just about anywhere. And there is Farley Mowat's lively account of raising pet owls in the Owls in the Family, or Mordecai Richler's tongue-in cheek tale, Jacob Two-Two Meets the Hooded Fang. Fine contributions to Canadian fantasy have been made by Ruth Nichols as well as Janet Lunn. Nichols successfully integrates specific Canadian geographical regions with her fantasy worlds in A Walk out of The World and The Marrow of the World.

There is a sense of "reaching out" in some of our recent publications that is very positive. Elizabeth Cleaver, for example, has retold and illustrated a legend from her

Hungarian background, The Miraculous Hind, and more recently has retold and illustrated the ballet-cum-Russian folktale, Petrouchka. Laszlo Gal's illustrations for the Twelve Dancing Princesses, measure well against the folktale interpretations of Nancy Ekholm Burkert and Susan Jeffers from the United States.

This talk has emphasized creative writing, but there is development too in our provision of information materials. Douglas and McIntyre's "How They Lived in Canada" series introduces children to the cultural wealth of our native people through such works as Sea and Cedar, The Red Ochre People, and People of the Buffalo.

In All Aboard! a young girl's trip by train across the continent wherein she encounters the sights and the people of Canada is depicted through excellent photographs. That the trip she made is now no longer possible, thanks to our Minister of Transport, probably enhances the value of the book as an historical item.

Also in the area of information materials are several magazines of which we are justly proud, the most notable being Owl, subtitled "The Discovery Magazine for Children", and Chickadee, its counterpart for the five to eight year old group, both published by the Young Naturalist Foundation.

As I began with our ethnic diversity, I will also end with the book which I believe most touches the Canadian psyche. It is the late William Kurelek's A Prairie Boy's Winter, his story of "growing up Ukrainian" on the Canadian prairies. Two instances! The year it was published, I sent the book as a Christmas gift to my godson in Vancouver, thinking it would give him a feeling for the region where his father grew up. Shortly after, I received a letter from his mother saying, "Thank you for Kevin's book. I'm sure he'll enjoy it, if he can ever get it away from his father." Several years later, during a workshop session on Canadian children's literature, a young woman confided, "A couple of years ago, I was living in Detroit, trying to decide whether I would stay in the United States or return to Canada. Then I found A Prairie Boy's Winter in a bookstore. That decided it. I moved back. And, she added with a slightly puzzled air, "I'm

not even from the prairies!" Thus Kurelek's paintings of a prairie farm child's life, building snow forts in the schoolyard, testing the depth of the water in the ditches during spring run-off, sighting the first returning crows that truly herald spring, touches both children and adults alike. But more than his people and his creatures, it is the prairie which imprints itself on the reader. Even those of you experiencing the prairie for the first time will recognize the importance he places on horizon, and the commanding expanse of land and sky in his illustrations. Even if one is not "from the prairies", one can recognize that in his paintings is something uniquely Canadian, something we take to our hearts and we can share with others.

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PART FOUR: Sharing Library Programs and Research

1. Prospects and problems for school libraries in Grenada, by Christine Emmons
2. What makes school resource centre programmes work? by Judy Gray and Yvonne Hodges
3. Les bibliothèques scolaires dans la structure administratif au Québec, par René Gélinas
School libraries in the administrative structure of Québec, by René Gélinas
4. School libraries in Ghana: problems and prospects for future development, by Alfred K. Gyebi
5. Information sharing: educating for life, by Alan Heath
6. Training school librarians for the English-speaking Caribbean: sharing the responsibility, by Katie Mungo
7. School library research and information sharing in Japan, by Mieko Nagakura

PROSPECTS AND PROBLEMS FOR SCHOOL LIBRARIES IN GRENADA

Christine Emmons

Historical and Geographical Setting

Before going into the actual topic of this session it may be useful to place Grenada, Carriacou and Petite Martinique geographically and historically in context.

Grenada, Carriacou and Petite Martinique comprise a three-island state, the total area of which is 133 square miles (212.8 square kilometers). They are situated towards the southern end of the West Indies, an archipelago stretching from the Gulf of Mexico to Venezuela. They are agricultural-based with very few industries. A wide variety of fruits, vegetables and food crops are grown, but the main exports are nutmeg, cocoa and bananas. Grenada is famous for its spices and is known as the "Isle of Spice".

There is great potential for the development of the tourist industry since the islands are beautiful and possess lovely beaches, particularly Grenada with its famous Grand Anse Beach containing two miles of white sand.

Grenada shares common history with the other West Indian Islands. The first known inhabitants were the Caribs and Arawaks, South American Indians who migrated to the West Indies. The island was sighted by Columbus on his third voyage to the West Indies. It was colonized both by the French and the British, became an Associated State with Britain in 1967 and achieved independence in 1974.

On the 13th March, 1979 a Revolution took place overthrowing the existing government and putting in power the New Jewel Movement led by Comrade Maurice Bishop, now Prime Minister of Grenada. Since then, a sense of direction has been established by the People's Revolutionary Government and structured plans for the development of every section of the state, and for the overall economic and social development, are being formulated and implemented.

Education is one of the sections that receives a great deal of attention and many programmes have been instituted. Among them are the Centre for Popular Education (CPE), the aim

of which is to increase and upgrade adult literacy and the National In-Service Teacher Education Programme (NISTEP) which seeks to train all primary school teachers. This latter programme has direct bearing on school libraries since teachers are becoming more aware of the need for these and are making greater efforts to establish them.

Background

There are sixty-two (62) Pre-primary schools, fifty-three (53) Primary schools, three (3) Junior Secondary and twelve (12) Secondary schools in Grenada. In addition, there are three (3) tertiary institutions in the island.

Carriacou has five (5) Pre-primary schools, six (6) Primary schools, one (1) Junior Secondary school and one (1) Secondary school.

Petite Martinique has one (1) Pre-primary school and one (1) Primary school.

Total in the state:

68 Pre-primary
60 Primary

4 Junior Secondary
13 Secondary

3 Tertiary

In addition, there are two (2) special schools - the School for the Deaf and the School for the Mentally Retarded.

As of June 1981, there were 21,449 children on roll in Primary schools, 1,361 children in Junior Secondary schools and 4,954 children in Secondary schools. There are presently 2,500 children on roll in Pre-Primary schools in the State.

All above-mentioned are Government or Government-assisted schools.

In addition, there are three (3) private secondary schools, and seven (7) private preparatory schools in Grenada.

Pre-Primary

There are no libraries in pre-primary schools but each should have a tiny collection of teaching aids made by the teachers at locally organized workshops.

Primary Schools

Libraries are practically non-existent in primary schools. Questionnaires requesting information on library accommodations and facilities were sent to all primary schools and the results were as follows:

Fifteen (15) have library rooms, nine (9) of which specify having cupboards; twenty-nine (29) have cupboards but no library rooms; eight (8) use or can use space in the office or staffroom; seven (7) have nothing at all. All these schools have need of more or better accommodation and library materials including books.

In most cases, the schools contain a handful of old, out-of-date, irrelevant, insect-ridden books which ought to be discarded and burnt. In some cases, they have some fairly recent (published in '60's and '70's) textbooks particularly in Mathematics and Language Arts, which were donated by overseas agencies, mainly the Overseas Book Centre, a Canadian Agency.

There are no trained librarians in any of these schools and no one assigned full-time to the library, though most have assigned a teacher the additional responsibility of taking care of and circulating whatever books are available.

Junior Secondary Schools

The Junior Secondary Schools are in a slightly better position since they were all built with library rooms.

However, they also lack relevant books and trained personnel. In one case, the library room houses a Regional library for teachers which the students of the school are allowed to use.

Secondary Schools

Since the Education Resource Network is not directly responsible for libraries in secondary schools, little data was readily available. However, as far as can be ascertained, a collection of books exists in some of them but none has an organized functioning library with a librarian.

Present Sharing: The Education Resource Network

The Education Resource Network began as the Schools' Library Service in 1975. Its aims were: (a) to develop educational library services; (b) to provide a clearing house for donated texts. The service started a tiny rotating collection in each school (about twelve books per school) but soon shifted course and decided upon the establishment of regional centres as an alternative, due to the low return of books from schools.

In 1978, two regional centres were established:

- (a) the St. Andrew's/St. Patrick's Regional Schools Library.
- (b) the Carriacou Regional Schools Library. This year, the St. John's/St. Mark's Resource Centre which is partly stocked, should become operational.

The headquarters, called the Education Resource Centre (Schools' Library Centre) is in St. George's, the capital.

These libraries, meant to serve the educational sector, are open to all teachers in Grenada, Carriacou and Petite Martinique, and all educators in the State. Students of upper secondary and tertiary institutions may also use them. However, primary school students do not have access to the materials in these libraries except through their teachers.

Teachers may borrow eight books, ten infant readers and two periodicals from the Education Resource Centre for a period of three weeks. These they can make available to the children in their classes and schools. For example, some teachers use these books to set up reading corners in their classes. The amount of material that can be borrowed varies from Centre to Centre.

Stock

Total to November 1981

Carriacou Regional Schools' Library	1,818
St. Andrew's/St. Patrick's Regional School's Library	2,982
St. John's/St. Mark's Resource Centre	783
Education Resource Centre	4,497
Total	10,080 volumes

The range is from pre-primary to tertiary and an attempt is made to cover all subject areas. However, the stock is inadequate. The Network has a very small budget, therefore, most of the material acquired comes through donations, recently these have been mainly from the Overseas Book Centre.

Distributions

From time to time the Education Resource Centre, formerly the Schools' Library Service, distributes books to schools. These are usually the best of discarded books sent from England or Canada. This material leaves much to be desired, for although the physical condition of books chosen is usually fair, the contents may be out-dated and irrelevant.

There is no budget for libraries in schools but in 1980, local organizations and businessmen donated some EC\$7,000 (about \$3,200 Canadian) for the establishment of libraries in schools. Most of this sum was used to purchase maps and atlases which were distributed to schools. In addition, the OAS donated a set of 'Look It Up' encyclopedias to each primary school.

A list of books recommended for inclusion in the school library was recently sent to all Primary and Junior Secondary Schools.

This is the present state of school libraries in Grenada, Carriacou and Petite Martinique.

PROSPECTS

Future Sharing

The service provided by the Education Resource Network is not ideal since it does not satisfy the needs of the school population. A properly organized, workable Schools' Library Service is needed. The plan is that, working in phases, a library will be established in every primary school within the next eight years. A basic reference collection suitable for the primary level is to be deposited in each school and a rotating collection of material for loan be operated. The books in each school will be changed once a term.

There are six parishes in Grenada, plus Carriacou and Petite Martinique which are treated as one parish. The intention is to start a pilot project in 1983 in one of the parishes, most likely St. David's, setting up deposit reference collections in all the primary schools in that parish and operating a rotating collection.

The performance of this project will be closely monitored and problems identified and solved.

Training

Training will be provided for the teacher-librarians of that parish and their performance closely monitored and guided over the period of a year.

The service will then be extended parish by parish, until it spans the three islands. In one case, two parishes will be done together because of the small number of schools in them and in two cases, parishes will have to be divided in two.

Phasing

The phasing will be as follows:

Parish	Year	No. of Schools
St. David's	1983	7
St. Andrew's	1984	6
St. Andrew's	1984	6
Carriacou & Petite Martinique	1986	7

St. Patrick's	1987	6
St. John's/St. Mark's	1988	8
St. George's	1989	10
St. George's	1990	10

Administration

The Schools Library Service will be operated out of the Education Resource Centre. The aim is to have a trained librarian, based at the Education Resource Centre, who will be in charge of this programme.

While the Schools Library Service is being slowly phased in, encouragement will be given to schools not yet a part of the programme, to start their libraries.

Consideration has not yet been given as to how pupils of the pre-primary and special education schools will be served. (The teachers of these schools of course have the same library privileges as any other teacher in the State). It might be necessary, however, to give the special education schools collections that they can keep, since the material will be geared to their special needs. They may have to be considered in the first phase of the project.

In the proposed plan, material, as well as trained personnel, will be shared among the schools.

Problems

The above-mentioned are just plans, and serious problems face us in their implementation. At present, there is little prospect of making them operational.

1. There is no budget to purchase material or to otherwise finance the Service. The Education Resource Network receives a small budget for each of its Centres. This is grossly inadequate for the maintenance and upgrading of stock and therefore cannot be considered as a viable source of funding.

2. There is a lack of trained personnel to administer the service. The librarian in charge of the Education Resource Network is the only trained librarian in the Service. However, there is one person at the library school who should complete training in two years. It is hoped that this person will administer the School's Library Service.

3. There is no library van with which to operate the Service. We intend to write up a proposal to overseas funding agencies for the donation of a van.

4. The persons designated as teacher-librarians have no library training and carry a full teaching load.

5. There is a certain amount of staff turnover and there is no guarantee that teacher-librarians who receive training will remain long in that post. Provision will have to be made to train two persons from each school.

6. Carriacou and Petite Martinique are islands, and operating a rotating collection in a three-island state poses problems of transportation and communication. There would be the need to have someone in Carriacou Regional Schools' Library to assist in administering the service from that end.

7. The Education Resource Centre is housed at the Domestic Arts Institute where there is insufficient space to house and process stock for a rotating collection.

Conclusion

The task of establishing a Schools' Library Service in Grenada, Carriacou and Petite Martinique is, therefore, mammoth. However, we intend to struggle against all odds - to beg, though not to steal since that would be unethical, and maybe to borrow, in order to get some sort of service going in schools and to put books in the hands of children.

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WHAT MAKES SCHOOL RESOURCE CENTRE PROGRAMMES WORK? A RESEARCH STUDY

Judy Gray and Yvonne Hodges

The purpose of this article is to describe how the Calgary Board of Education has responded to questions regarding the school library programme and accountability.

In April, 1977, Mr. A.J. Longmore, Chief Superintendent of the Calgary Board of Education, commissioned an evaluation of school library/resource centre programmes. The purpose of this evaluation was to investigate the question, "Is the Board receiving sufficient value for the dollars that are/have been devoted to the school resource services?" Specific direction was provided by Mr. Longmore that this evaluation should include quantitative and qualitative data regarding the effects of resource services upon students. This resulted in a comprehensive study, part of which is reported here.¹

Methodology

A pilot study of junior high school libraries was conducted during the 1977-78 school year. This sample was chosen because the 23 junior high schools represented a manageable number of schools to validate the evaluation design. The result of this evaluation was reported in late 1978 to the District. The deficiencies noted in the design were accounted for in an evaluation conducted in 1979-81 of elementary, combined elementary/junior high and senior high schools. This latter design included information gathered regarding the extent of resource service implementation, based on the

¹Yvonne Hodges, Judy Gray and William J. Reeves, School Library Program Evaluation, (Calgary Board of Education, 1981).

Liesener Inventory of Services² and on measures of student skills and attitudes. The Liesener Inventory is organized in five clusters of service: (1) access to materials (2) reference (3) production (4) instruction and (5) consultation. Background data also included factors such as the verbal ability of students, busing patterns, level of education in the neighborhood, seniority of principal, teacherlibrarian graduate qualifications, resource centre budget, time spent by the teacher-librarian in library-related duties and clerical time.

Statistical analysis of the quantitative data included regression analysis of the correlations. No statistically significant event was reported unless it was confirmed by observational data.

Findings

Three distinct District patterns of service were identified: baseline services, extended services, and leading edge services.

The first pattern involves baseline services that are found in all or almost all school libraries. Approximately eighty-five baseline services are offered in the areas of instruction for students, services for teachers and library management services. Such services include individual student reading guidance, identification of materials for teachers and scheduling of audio-visual equipment. These baseline library services do not, in and of themselves, represent an ideal nor complete programme: what is amazing, however, is that in spite of dramatically different conditions in schools, resource centres are able to offer a broad range of common services.

The second pattern occurs when the programme extends beyond the baseline services. At this time the

²James Liesener, Systematic Process for Planning Media Programs, (Chicago: American Library Association, 1974).

teacher-librarian is able to act as a school-based consultant, a staff member who can facilitate the integration and articulation of curriculum and instruction. The study also revealed that in order for the facilitation to occur, the library programme must be the recipient of adequate amounts of money, as well as professional and non-professional time.

The actual amount of time spent by the teacher-librarian working in the elementary library programme and the resource centre budget become very important background variables if the library programme is to expand beyond the baseline. Briefly, in elementary resource centres, where time and money are present in adequate amounts, the teacher-librarian is able to consult with teams of teachers and become involved in the tailoring of instructional materials to meet teachers' curricula demands. In these ways, the library programme expands into the realm of the classroom. The effects of time and budget in terms of the expanded role are summarized on the following chart. (See Table I following).

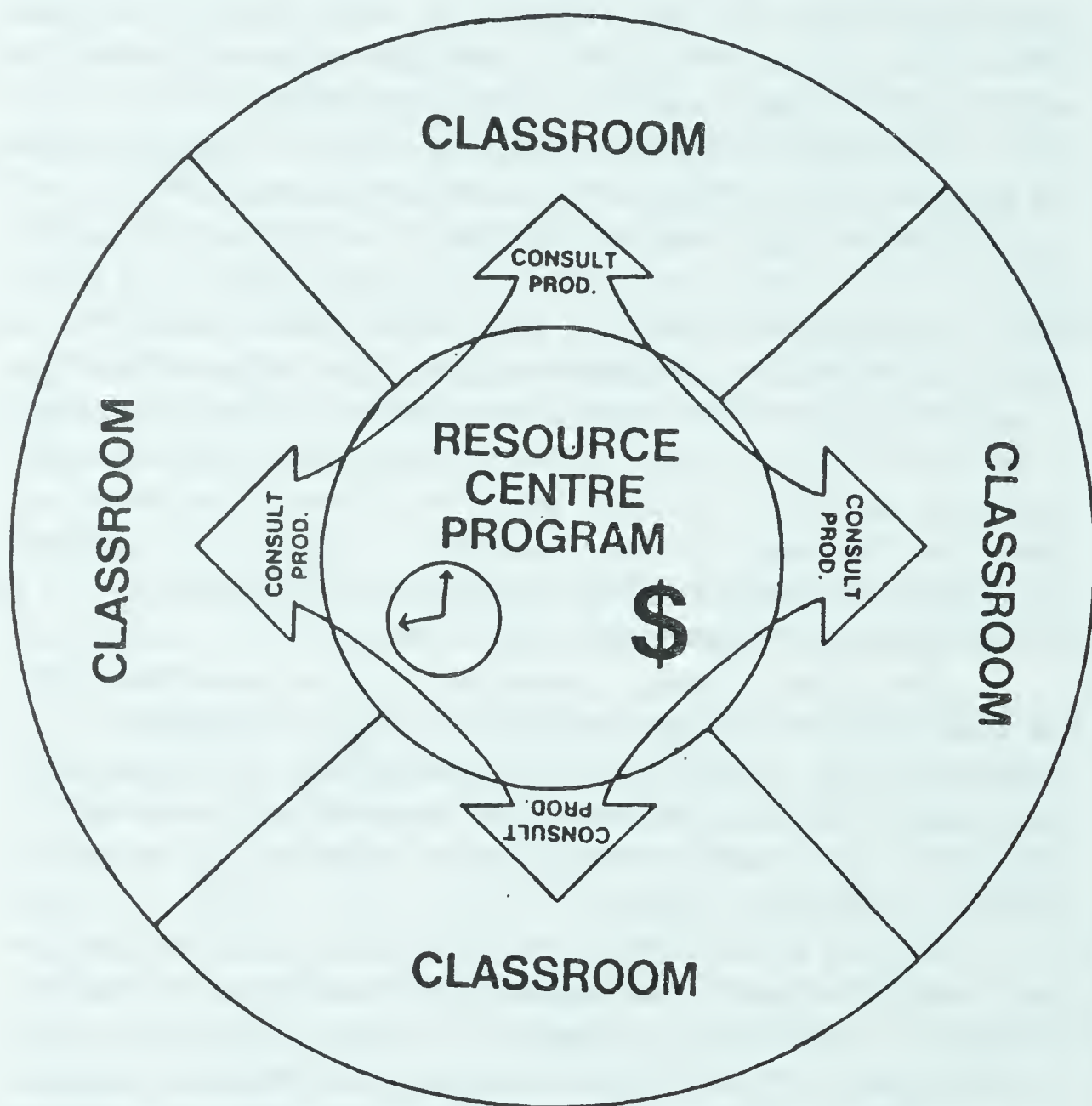
The school library programme is able to extend into the classroom when adequate time and finances (resources) are provided. This is particularly evidenced by the degree of consultation occurring between the librarian and teams of teachers as well as the library staff's ability to respond to teacher production requests.

In the area of extended library services, we see at the elementary level, the beginnings of what later comes to fruition at the secondary level. The data showed the continued importance of consultation between the classroom teacher and a teacher-librarian. Four different kinds of consultation were strongly correlated with different student outcomes:

- (a) Specifically, when teacher-librarians consult with individual classroom teachers regarding alternative ways of using resources to meet particular students' needs, students agree that the media staff is helpful and that the library is an interesting place. The three other kinds of consultation proved to have a direct impact on students' retrieval, reference and research skills;

TABLE I

EFFECTS OF TEACHER-LIBRARIAN TIME AND BUDGET ON THE EXTENDED
ROLE IN THE ELEMENTARY SCHOOL LIBRARY



- (b) When the teacher-librarian provides regular consultation to teams of teachers or departments, there is a strong correlation with student retrieval (card catalogue) skills;
- (c) Consultation that results in the extension of classroom resources is strongly correlated with reference skills, i.e. the library becomes a clearing house for the school and the teacher-librarian cooperatively teaches with the classroom teacher regarding library related skills;

- (d) Joint planning and evaluation by a classroom teacher and a teacher-librarian of classroom projects is strongly correlated with research skills.

The audio-visual component which has its beginnings in the extended teacher-librarian role at the elementary level through the production of instructional materials for teachers, matures at the secondary level through more extensive audio-visual services for teachers and students (e.g. stocking, listing and loaning audio-visual materials). (See Table II following). This audio-visual component which includes services such as photography, appears to have a significant and pervasive influence on student attitudes.

Two background conditions were associated with the existence of the extended role at senior high levels: clerical time and budget. When there is enough clerical time, the library is able to function as a clearing house. In these schools, the teacher-librarian team teaches with classroom teachers. These services are correlated indirectly with reference skills. Furthermore, higher library expenditures are related to extended library services (audio-visual component and consultation) which in turn are correlated with student attitudes and skills. Expenditures and their associations with extended services are summarized in Table III.

The third pattern of services is evident in very few schools. These leading edge services include computer assisted instruction and identification of student learning styles, though there has been demonstrated growth in these areas since the data gathering phase of the study.

Conclusions

Analysis of the findings yields four major conclusions:

- 1) Library programs are an integrative resource in schools. Successful programs involve the teaching staff, school administrators and central office functions;

TABLE II
Review of Student Outcomes
Associated with Extended Library Services

Outcomes in Those High School Libraries With Extended Library Services

	More Positive Student Attitudes			Student Skills	
	Importance of Library, Library Climate	Extended Library Use	Staff Helpful Library Interesting	Retrieval Reference	Research
	+	+			+
	+	+			
	+				
			+	+	
					+

- Extended Library Services Found in Some High Schools
- Audio Visual Component:
1. Selected A.V. Services
 2. Photography
 3. Media Selection
- Consultation:
4. Student oriented
 5. With departments
 6. General extension of classroom resources
 7. Specific classroom projects

TABLE III

<u>Background Characteristics</u> <u>Associated With Extended</u> <u>Library Services</u>	<u>Extended Library Services</u>			
	<u>Audio-Visual Components</u>			<u>Consultation</u>
	Selected Audio- Visual Services	Photo- graphy	Media Selection	General** Extension of Classroom Resources
<u>Budget</u>				
Higher expenditures on audio-visual materials	+	+		
Higher expenditures on periodicals	+		+	
Higher expenditures on books				+
<u>Clerks</u>				
More library clerks				+

*Related to the instrumental value of the library program, extended library use and research skills of Grade XII students.

**Related to reference skills of Grade XII students.

- 2) The inconsistent allocation of staff time and materials budgets results in uneven program implementation from school to school. It appears that this inconsistency is related to administrative support and the teaching styles prevalent within the school;
- 3) The resource centre program is unlike a curriculum. Rather, it is a service that must be integrated with the total school program if students and teachers are to receive maximum benefits. When the program is dealt with as a residual of the school resources, there is little provided that is meaningful for its clients;
- 4) Some schools do not have the necessary resources to support quality library programs without severely penalizing a curriculum area.

Implications

The C.B.E. investigation was costly - it took three years including a pilot junior high study. But without the study, the cost undoubtedly would have been greater as library programmes are now under the intensive scrutiny of increasingly autonomous schools. In Calgary now we have evidence to indicate that teacher-librarian time and consultative services for classroom teachers do make a difference to students' skills and attitudes . . . so we can continue to request the resources necessary for program maintenance and development. The results of this study confirm the District's School Library Program Model as described in the Spring 1981 issue of School Libraries in Canada.³

But Calgary cannot stand alone. Where is the research back-up? The C.B.E. findings cannot be generalized - conditions are different elsewhere. Compare Spuzzum to Ottawa, Calgary with Truro. What do the C.B.E. findings have to do

³Barry Eshpeter, "Whether the Goose That Laid the Golden Age," School Libraries in Canada, (Spring, 1981, vol. I, no. 3), pp. 3-6.

with Flin Flon? Should the same services and student outcomes be anticipated as being the "right" ones? Research studies should be implemented across the nation by agencies such as universities, departments of education, district school boards and teachers' professional associations so that evidence is gathered to increase support and promotion of school library programmes across our nation. Such work will encourage departments of education to formulate policy statements regarding the school library's place in the educational process. However, research studies should go well beyond the numbers game. Counting and reporting the number of services offered, the number of books circulated, etc., will no longer work! Evaluation must meet the requirements of curriculum evaluation design.

Now that we can specify what it takes to operationalize a program, specific actions can be taken. For example, in Calgary there have been responses at three distinct levels - the Board, Program Resources Consulting group and individual schools. The Board created a Library Task Force to address the findings of the Evaluation. Program Resources modified a program model which serves to define components of an exemplary school library programme. The same group now responds to school requests for programme change by offering consultation which is sustained in the school as long as required. And now school principals and librarians are saying, "Oh! Finally we know what this program should be and the strategies necessary to get there!" If indeed, this Evaluation has accomplished the above action so that school-based personnel have additional knowledge so they can make better decisions for students, what more could we ask?

Therefore, we wish to acknowledge the co-operation received from the hundreds of students, teacher-librarians, classroom teachers and administrators who contributed their time and experience to this study.

LES BIBLIOTHEQUES SCOLAIRES DANS LA STRUCTURE ADMINISTRATIVE AU QUEBEC

René Gélinas

Je tenterai dans les quelques minutes qui viennent de vous brosser un tableau de la situation des moyens d'enseignement dans la structure de l'administration scolaire du Québec.

Ministère de l'Éducation du Québec

Il convient pour ce faire de localiser cette activité dans l'ensemble de l'organisation en regardant attentivement la place qui est réservée à l'activité "bibliothèque" et "audio-visuel" dans la structure administrative supérieure du ministère de l'éducation du Québec.

Au niveau du ministère de l'Éducation du Québec, c'est la Direction générale des moyens d'enseignement (D.G.M.E.) qui a le mandat de soutenir le développement et le fonctionnement des bibliothèques et des centres de ressources éducatives et des services audio-visuels.¹

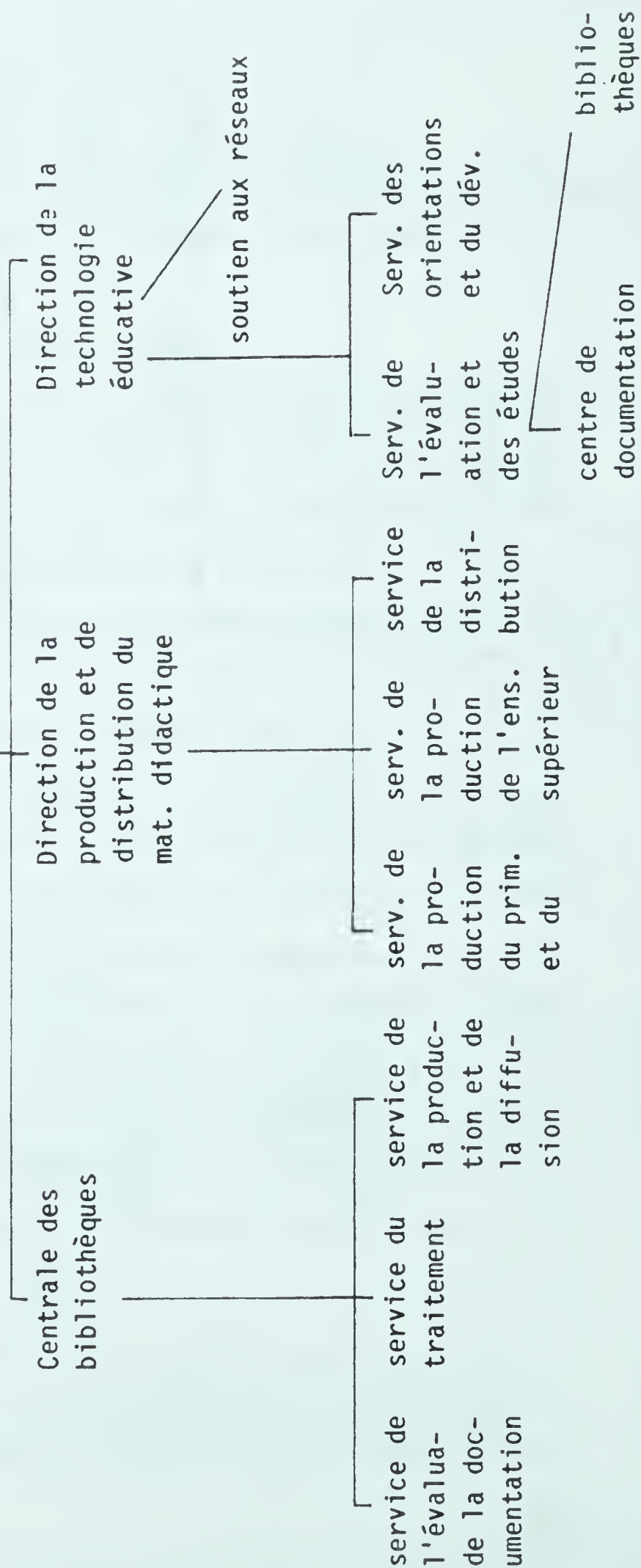
A cet échelon, les tâches d'expertise sont de la compétence de la Direction de la technologie éducative (D.T.E.). Le dossier des bibliothèques y relève conjointement du "soutien aux réseaux" et du "service de l'évaluation et des études".

Les opérations actuellement menées sont centrées sur le suivi des activités des bibliothèques de collèges et sur la collecte des données par le relevé des bibliothèques d'enseignement, questionnaire bisannuel qui recueille des statistiques de fonctionnement des bibliothèques, audio-vidéothèques et centres audiovisuels au Québec. De plus, cette année la D.T.E. a été appelée à travailler à la préparation d'un plan de

¹Ministère de l'Éducation du Québec, Service général des communications, l'Éducation au Québec; rapport des activités du ministère de l'Éducation du Québec, 1979-1980, (Québec, Éditeur officiel, 1980), p. 181.

MINISTRE DE L'EDUCATION
Structure administrative

Direction générale
des moyens d'enseignement



développement des bibliothèques scolaires qui devrait donné des effets positifs d'ici peu, espère-t-on. C'est donc à cette direction que le leadership en ce qui concerne le développement de la bibliothéconomie scolaire est confié.

La Centrale des bibliothèques de la D.G.M.E. est intégrée à la vie quotidienne des bibliothèques scolaires. Un coup d'oeil sur ses principales publications nous montre comment elle s'insère dans les activités journalières des écoles.

Etant un centre bibliographique, de catalogage et de classification des documents destinés aux écoles et collèges du Québec, la C.B. produit quatre (4) revues CHOIX; deux pour le niveau préscolaire et élémentaire recensant les documents imprimés et l'autre les documents audio-visuels, et deux aussi pour les niveaux secondaire et collégial.

Pour ces publications, elle évaluait et traitait en 1980 plus de 16,000 documents imprimés et audio-visuels.² La Centrale des bibliothèques s'intéresse aussi aux périodiques; elle publie PERIODEX, un index de 200 périodiques de langue français destinés aux élèves du niveau secondaire et des étudiants des collèges. En 1980, plus de 12,000 articles ont été indexés.³

Dans le sens de la diversification de ses produits, la C.B. vient de mettre au point une nouvelle revue CHOIX, la 5è, qui fait le relevé des "jouets éducatifs". Pour chaque document dont la notice est publiée dans une des revue Choix, la centrale des bibliothèques offre des fiches de catalogue à qui désire les acquérir.

La Centrale des bibliothèques sera bientôt appelée à devenir une corporation indépendante de la D.G.M.E. afin de lui permettre une plus grande autonomie administrative et surtout de réinvestir ses revenus.

²L'Education au Québec, p. 183.

³Ibidem.

En plus de la D.G.M.E., la Direction générale du développement pédagogique et la Direction générale des réseaux se préoccupent des différents aspects associés au développement des bibliothèques. La D.G.D.P. en ce qui concerne l'organisation de l'enseignement et les programmes d'études, a publié des guides pédagogiques pour l'enseignement du français, langue maternelle au primaire sur la littérature de jeunesse, sur lesquels beaucoup d'espairs sont fondés.⁴

Pour l'enseignement du français, langue maternelle au secondaire, cette direction a publié un guide pédagogique intitulé "les valeurs socio-culturelles et l'enseignement du français" qui propose l'intégration de la littérature à l'intérieur de la démarche d'apprentissage de la langue.⁵ La Direction générale des réseaux est elle aussi concernée par les moyens d'enseignement, parce que c'est elle qui doit apporter son appui et son support aux Commissions scolaires et aux écoles.

Ainsi, chaque Direction régionale offre aux Commissions scolaires qui le demande, des services divers de conseil et d'animation. Les Directions régionales et la Direction générale des réseaux sont le lien entre les Commissions scolaires ou les écoles et les instances centralisées du ministère de l'Education du Québec.

Commissions Scolaires

Au niveau d'une Commission scolaire, administration locale responsable des écoles publiques sur un territoire

⁴Ministère de l'Education du Québec, Direction générale du développement pédagogique, Littérature de jeunesse; guide pédagogique, français au primaire, (Québec, M.E.Q.), 4 fascicules.

⁵Ministère de l'Education du Québec, Direction générale du développement pédagogique, Les valeurs socio-culturelles et culturelles et l'enseignement du français; guide pédagogique, français langue maternelle au secondaire, (Québec, M.E.Q.), 1982.

donné, le dossier des moyens d'enseignement est souvent la responsabilité du coordonnateur de l'enseignement général ou du directeur des services Éducatifs.

Cette personne joue le rôle de coordination et de direction des activités reliées aux moyens d'enseignement tant dans les écoles qu'au niveau des services centralisés communs à plusieurs écoles. Il est aussi appelé à conseiller les directions d'école, à soutenir le personnel affecté au service des moyens d'enseignement et aux bibliothèques et à animer les enseignants quant à l'utilisation pédagogique de la documentation imprimée et audiovisuelle.

Dans les Commissions scolaires dispensant l'enseignement au niveau secondaire, souvent un professionnel qualifié en bibliothéconomie ou en technologie éducative seconde le responsable des moyens d'enseignement, alors que seulement quelques rares Commissions scolaires du niveau primaire ont un tel professionnel à leur emploi.

A l'école, c'est le Directeur ou un de ses adjoints qui est le responsable, de par son mandat, de la bibliothèque et de l'audio-visuel.

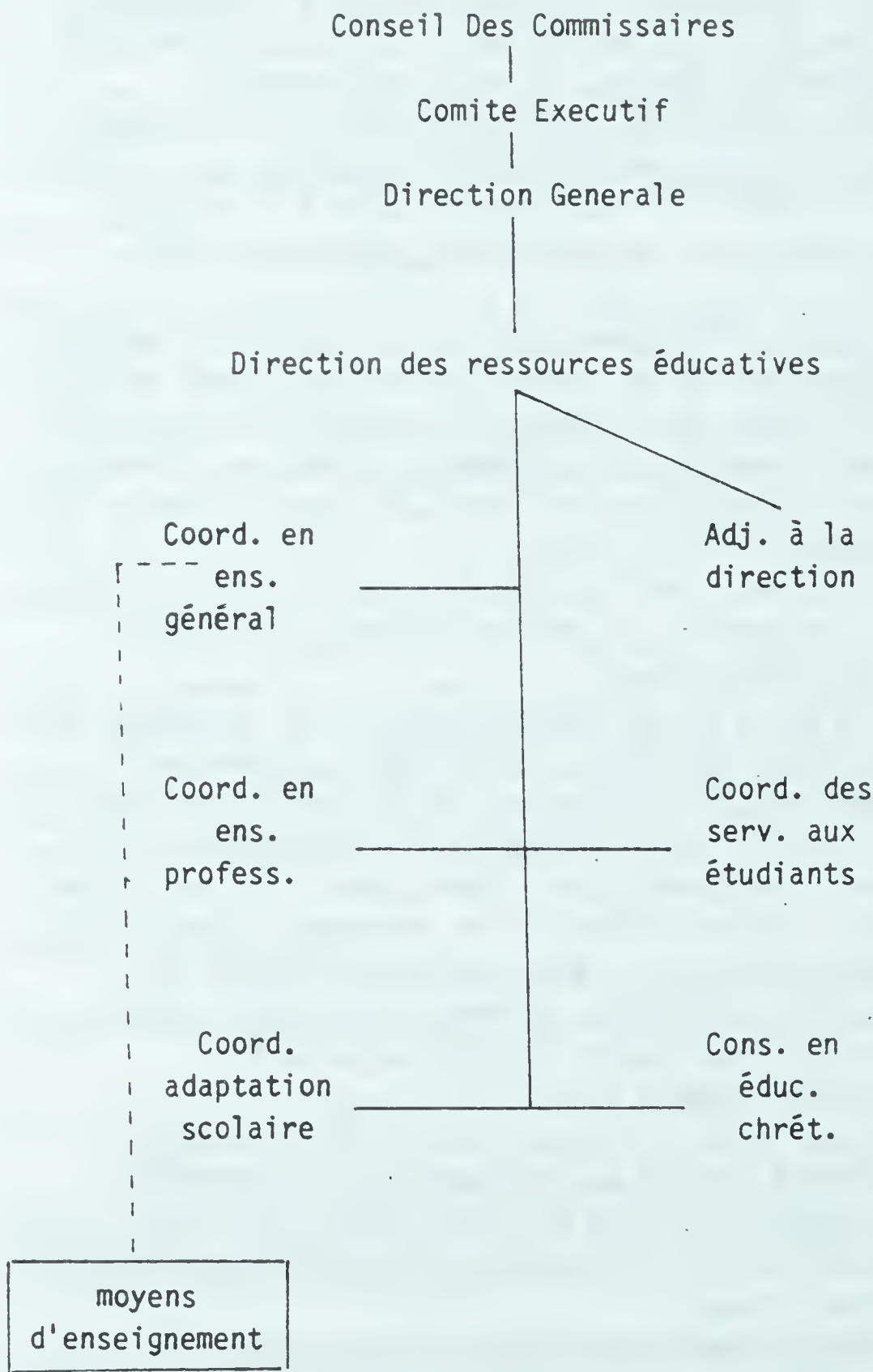
Si l'école est de niveau primaire, le directeur devra se débrouiller seul avec ses problèmes, documentaires puisque rares sont les écoles qui ont à leur disposition une personne ayant une formation en bibliothéconomie ou en technique de la documentation. Rares aussi sont les écoles primaires qui peuvent disposer d'un personnel affecté à la bibliothèque, même si ce n'était qu'une secrétaire (ou une portion de secrétaire). Souvent ce sont des parents bénévoles ou des enseignants dévoués qui aident à garder la bibliothèque à l'ordre et à jour.

De leur côté, la plupart des écoles secondaires peuvent au moins compter sur les services d'un personnel clérical minimal; une école de 1,000 élèves ayant souvent un technicien en documentation et un agent de bureau en service à plein temps.

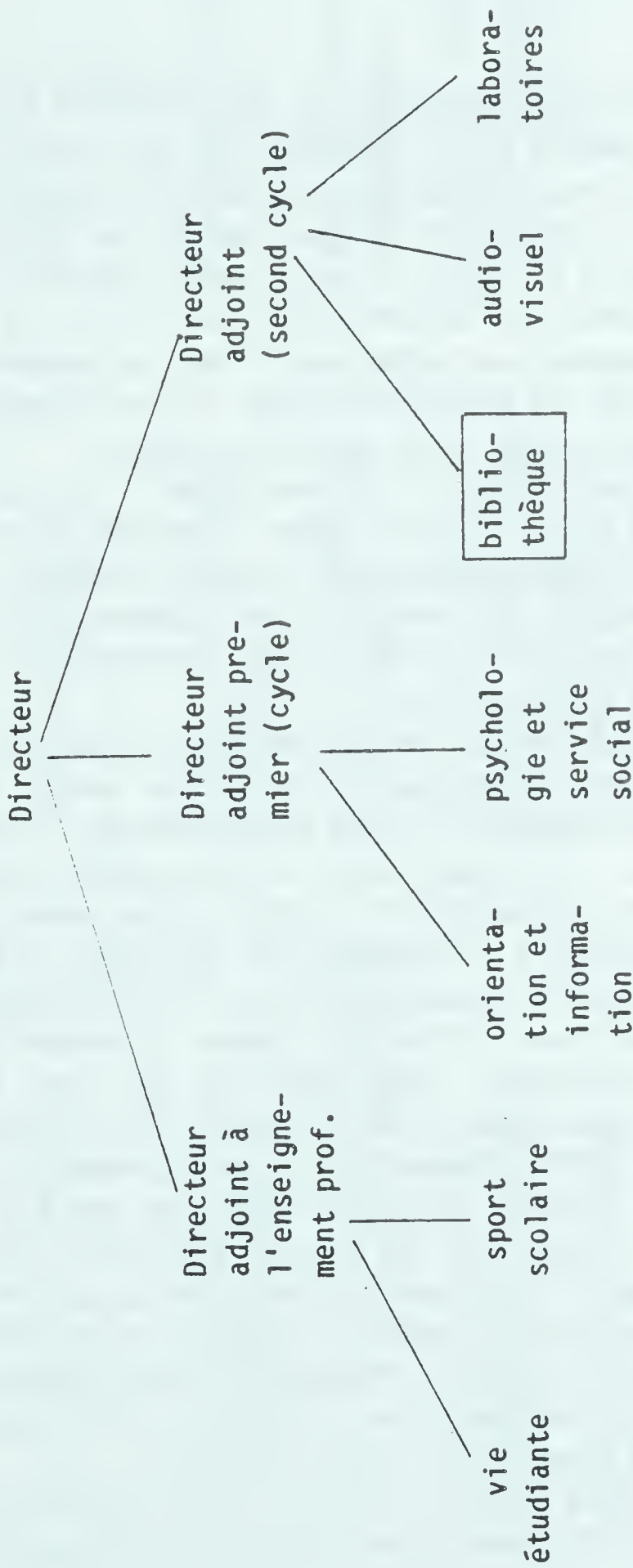
Quelques commissions scolaires ont encore, dans des écoles importantes (plus de 1,500 élèves), un professionnel spécialisé en documentaires mais étant donné

COMMISSION SCOLAIRE REGIONALE LOUIS-FRECHETTE

STRUCTURE ADMINISTRATIVE 1982 - 1983



STRUCTURE ADMINISTRATIVE TYPE
D'UNE ECOLE SECONDAIRE



(DOSSIERS PARTAGES ENTRE LES ADJOINTS)

la rareté des ressources financières que connaissent les organisations scolaires, ces personnes sont souvent la cible pour les coupures de postes.

Conclusion

L'utilisation pédagogique des ressources documentaires dans l'enseignement n'est peut-être pas une réalité récente, mais les bibliothèques ou centres documentaires organisés se sont généralisés dans les écoles depuis à peine 15 ans à l'exception de la région métropolitaine de Montréal et de quelques autres villes du Québec, où le développement est antérieur à 1967, et encore nombreuses sont les écoles primaires qui ne disposent pas de la documentation dont elles auraient besoin.

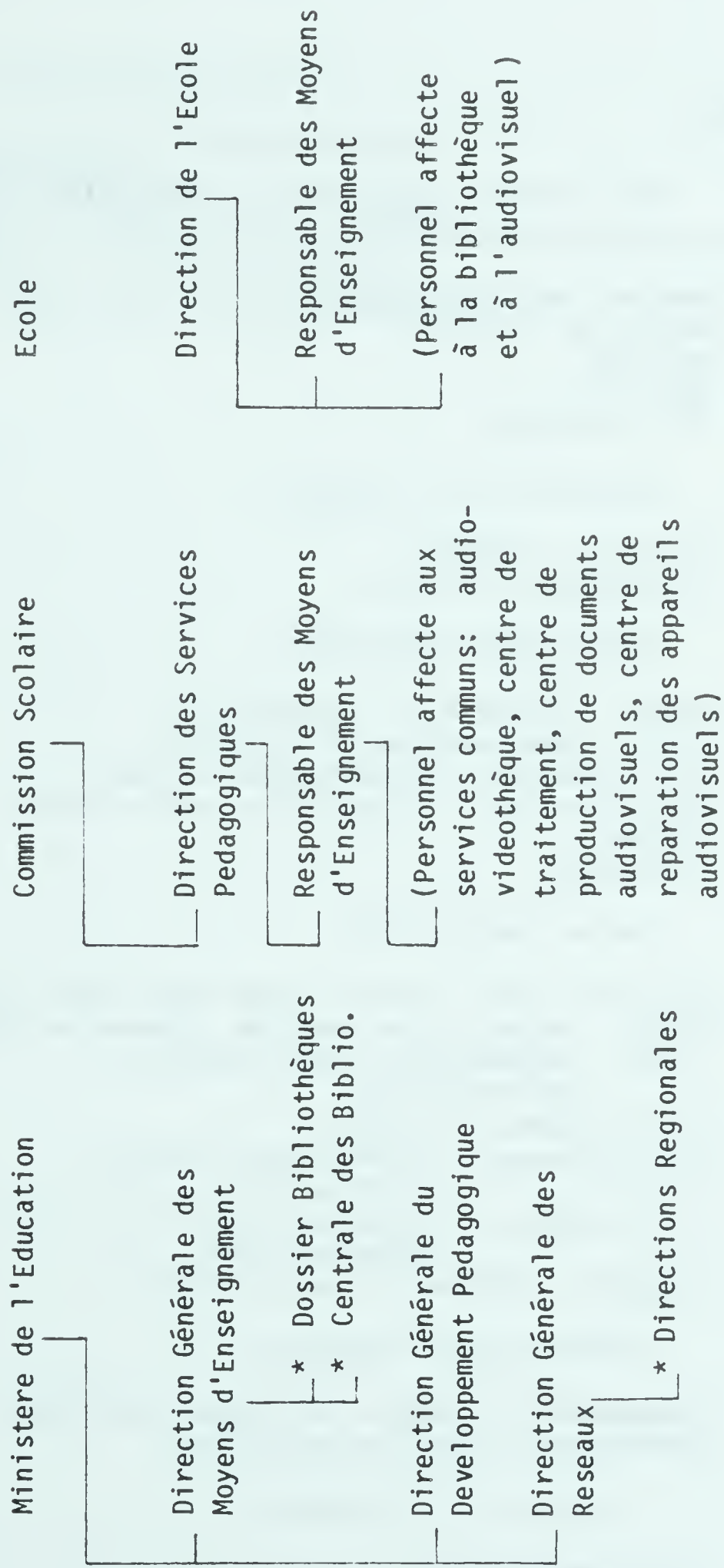
La grande majorité des enseignants n'ayant pas eu l'occasion au cours de leurs études primaires et secondaires d'utiliser de façon systématique des bibliothèques, il est aisé de comprendre que beaucoup d'enseignants ont besoin d'être convaincu de l'utilité de ces ressources et initié à leur exploitation.

De plus, par ses règles administratives, le M.E.Q. n'impose pas aux commissions scolaires des normes de service pour le fonctionnement de leurs bibliothèques et centres documentaires. Les commissions scolaires étant autonomes, il est de leur responsabilité d'allouer les sommes qu'elles jugent appropriées à l'engagement du personnel et à l'acquisition de la documentation des bibliothèques.

Aucune norme n'étant en vigueur et aucune mesure incitative n'invitant les administrations scolaires à faire des moyens d'enseignement une priorité, ils sont souvent délaissés au profit d'autres services à contenu plus administratif. Même si le présent n'est pas des plus encourageant, il reste que les efforts entrepris pour réformer les programmes d'enseignement, permettent de croire que l'ensemble des enseignants auront l'occasion de profiter du perfectionnement rattaché à l'implantation des nouveaux programmes et de s'initier pour plusieurs à l'utilisation de la documentation comme outil d'apprentissage.

Peut-être sera-t-il bientôt plus facile de soutenir des services documentaires adaptés aux "nouveaux" besoins?

TABLEAU-SYNTHESE DES DIFFERENTS INTERVENANTS PREOCCUPES
PAR LES MOYENS D'ENSEIGNEMENT



ANNEXE

Les services de la centrale des bibliothèques et
liste de ses publications:

Centrale des bibliothèques
1695, rue Fleury est
Montréal
H2C 1T1
(514) 381-8891

Services à la clientèle:

Fiches de catalogue
Catalogage sur demande

Publications régulières:

Choix: documentation imprimée
Choix: documentation audiovisuelle
Choix Jeunesse: documentation imprimée
Choix Jeunesse: documentation audio-visuelle
Périodex
Fichexpress

Autres publications:

Répertoires des documents catalogués (1964-1977)
Choix: documentation imprimée. Refontes (1978-)
Choix: documentation audio-visuelle.
Refontes (1978-)
Biblio-Jeunes (1971-1977)
Choix Jeunesse: documentation imprimée.
Refontes (1978-)
Choix Jeunesse: documentation audio-visuelle.
Refontes (1978-)
Périodex. Refontes annuelles (1972-)

Cahiers de bibliographie:

Information - Chimie - Techniques infirmières
Techniques d'éducation spécialisée

Carnets de bibliographie:

Education sexuelle

Sélection documentaires:

Périodiques pour les bibliothèques

Paralittératures

Guide des catalogues de bibliothèque

Le système de classification Dewey

L'Harmonie du savoir selon Dewey

Lise et bruno dans l'univers des livres

SCHOOL LIBRARIES IN THE ADMINISTRATIVE STRUCTURE OF QUEBEC*

René Gélinas

I shall try, in the few minutes I have, to give you a picture of the place of teaching methodology in the school administrative structure of Quebec.

Ministry of Education of Quebec

It is convenient, for this purpose, to focus on this activity in the context of the organization as a whole, looking carefully at the place which is reserved for "library" and "audiovisual" activities in the higher administrative structure of the Ministry of Education of Québec.

At the level of the Ministry of Education of Québec, it is the Directorate General of Teaching Methods (D.G.M.E.) which has the mandate to support the development and running of libraries, learning resource centres, and audiovisual services.¹

At this level, the tasks of evaluation are under the authority of the Directorate of Educational Technology (D.T.E.). The charge for libraries is undertaken jointly by "system support" and by "service of evaluation and of curriculum".

The operations actually conducted focus on the ongoing activities of college libraries, and on the data collected from reports of instructional libraries in a biannual questionnaire which gathers statistics on the running of libraries, media centres, and audiovisual centres of Quebec. Furthermore, this year the D.T.E. has been called on to work for the preparation of a school library development plan which should have, one hopes, positive effects here. It is therefore in this direction that the leadership concerned with the development of school libraries must be directed.

*See French language text for footnotes and bibliography.

The Central Library of the D.G.M.E. is integrated into the daily life of the school libraries. A glance at its principle publications shows us how it has involved itself in daily school activities.

Being a library centre for the cataloguing and classification of materials destined for the schools and colleges of Quebec, the Central Library produces four (4) reviews (Choix): two for the preschool and elementary levels, including printed and audiovisual materials; and also two for the secondary and college levels.

For these publications, it handled and evaluated in 1980 more than 16,000 printed and audiovisual documents.² The Central Library is also interested in periodicals; it publishes Periodex, an index of 200 French language periodicals intended for secondary and college level students. In 1980, more than 12,000 articles were indexed.³

As a method of diversifying its products, the Central Library has just perfected a new Choix review, its fifth, that reviews "educational games". For each document on which a notice is published in a Choix review, the library centre offers catalogue cards to those who desire to acquire them.

The Central Library will soon become an independent corporation from the D.G.M.E. in order to allow it greater administrative autonomy, especially to reinvest its revenues.

In addition to the D.G.M.E., the Directorate General of Educational Development and the Directorate General of Systems are occupied with different aspects associated with library development. The D.G.D.P., which is concerned with the organization of instruction and programs of study, has published guides for the teaching of French, the first language at the primary level, in children's literature on which many hopes are founded.⁴

From French instruction as a second language, the Directorate has published a teaching guide entitled "Socio-Cultural Values and the Teaching of French" which proposes the integration of the literature into the heart of the language learning process.⁵ The Directorate General of Systems is also concerned with teaching methods, because it must bring its backing and support to the School Commissions and to the schools.

Thus, each regional Directorate offers to the School Commissions which ask for it, various services of advice and audiovisual assistance. The regional Directorates and the General Directorate of Systems are the link between the School Commissions or the schools and the centralized services of the Ministry of Education of Quebec.

School Commissions

At the School Commission level, the local administration responsible for public schools in a given territory, the portfolio of teaching methodology is often the responsibility of a general coordinator of teaching or of a director of educational services.

This person carries out the role of coordination and direction of activities related to teaching methods in the schools as well as at the centralized service level common to many schools. He is also called to advise on the running of the school, to support personnel allocated to service having to do with teaching methods and libraries, and to enrich teaching with regard to the utilization of printed and audiovisual materials.

In the School Commissions serving instruction at the secondary level, often a professional person qualified in librarianship or in educational technology assists the person responsible for teaching methodology, while only a few rare School Commissions at the primary level have such a professional in their employ.

At the school level, it is the Director or one of his associates who is responsible, according to his job description, for the library and audiovisual services.

If the school is at the primary level, the Director must handle information problems alone, since so few schools have at their disposal a person having training in librarianship or educational technology. Few also are the primary schools that can assign personnel to libraries, even if it is only a secretary (or a part of a secretary's time). Often, it is parent volunteers or devoted teachers who help in keeping the library in order and open.

On the other hand, most of the secondary schools can count at least on the services of a clerical person; a school of 1,000 pupils often has an educational technician and a full-time office manager.

Some School Commissions also have, in larger schools (more than 1,500 pupils), a professional person specialized in information or educational technology to direct the information activities, but given the scarcity of financial resources particular to school organizations, these persons are often the targets for job cuts.

Conclusion

The educational utilization of information resources in teaching is perhaps not a recent occurrence, but libraries or organized information centres have been common in schools for barely fifteen years, with the exception of the metropolitan portions of Montreal and of some other cities in Quebec, where the development was prior to 1967, and numerous primary schools still do not have at their disposal the information which they need.

The great majority of teachers, not having had occasion during their primary and secondary studies of using libraries in a systematic way, makes it easy to understand why many teachers need to be convinced of the usefulness of these resources and to begin to use them.

Furthermore, by its administrative regulations, the Ministry of Education does not impose on School Commissions service norms for the running of their libraries and information centres. The school commissions, being autonomous, have the responsibility to allocate the sums they judge appropriate for employing personnel and for the acquisition of library materials.

Since there is no standard in force and no means to force school administrations to make teaching methods a priority, they are often abandoned in favor of other administrative services. Even if the present time is not the most encouraging, the efforts being undertaken to reform teaching programs allow one to believe that all teachers will have an opportunity to profit from the improvement connected with

with implementation of new programs and of initiating for many the utilization of information materials as learning tools.

Will it perhaps soon be easier to support information services adapted to "new" needs?

"SCHOOL LIBRARIES IN GHANA: PROBLEMS AND PROSPECTS FOR FUTURE DEVELOPMENT"

Alfred K. Gyebi

I feel greatly honoured to be invited by the Canadian Branch of the International Association of School Librarianship to participate in the 11th Annual Conference of the IASL. I should therefore like to express my sincere thanks to the organizing Committee, especially Mr. J.G. Wright, its Chairman, whose encouragement and untiring efforts have made it possible for me to present my paper to you.

The Republic of Ghana is located on the West Coast of Africa and lies almost in the centre of the countries of the West African coast. As the first Black African country to achieve independence on 6th March, 1957, Ghana has played a notable role in the educational, political, economic and social emancipation of the African continent.

According to the 1970 census, Ghana's population was 8,559,313 showing an increase of 27% over the figure for 1960. There has therefore been a remarkable growth rate of 2.4% per annum due largely to the high birth rate and to a declining death rate as a result of improvement in health services and sanitation.

With the attainment of independence in 1957, one of the greatest tasks of the first African Government under the late Dr. Kwame Nkrumah was to place greater emphasis on the expansion of educational and social services for the benefit of the people. The Ghana Library Board which had been established seven years earlier in 1950, was therefore given adequate resources to expand its services to all the regions of the country. Ghana's pioneering efforts in public librarianship are well known and have been well documented in Eve Evans' book A Tropical Library Service; the story of Ghana's Libraries. However, during the mid 1960's it was realized that the largest group of users of the Board's services were students whose main aim was to use such books which assist

them directly to pass their examinations. There is also evidence that many of those students on passing their examinations ceased to read serious books except magazines and newspapers.

As a result of trends in reading and patronage of the public libraries in Ghana by students and the general public, the Ghana Library Board decided in 1967 to carry out a study of library facilities in secondary schools and teacher training colleges with a view to identifying the state of library provision in second-cycle institutions in the country. The survey was conducted by the Library Board in collaboration with the British Council and the Ministry of Education, and published its report "The Library in Secondary Schools and Teacher Training Colleges" in 1970.

The result of the survey showed an appalling state of affairs in the schools, and confirmed the assumption that reading as a basis for continuing education has not been established because students are not exposed to good library facilities while at school. It also became obvious that one of the main reasons why Ghanaians do not cultivate the reading habit was the absence of well organized libraries in the elementary and secondary schools.

It was also found that the greatest defects in many of the school libraries are: 1) Lack of trained staff and proper library organization; 2) Unsuitable accommodation and furniture; 3) Inadequate library grants; 4) Lack of an overall national school library development policy.

In view of the above serious defects, the Committee recommended that the Ghana Library Board with its team of professional staff "should be empowered to run the libraries in these schools, and that additional grants should be made available for the acquisition of books and services."

Accordingly in 1972, the Ministry of Education requested the Board, as the competent agency, to create a special unit with the responsibility for establishing or reorganizing the libraries in these institutions. The Board accepted this important responsibility and accordingly established the School and College Libraries Department in June, 1972.

Originally, the service was limited to second-cycle institutions: secondary schools, and teacher training colleges, technical schools and Polytechnics, mainly because these institutions had the basic infrastructure for libraries.

However, due to the rapidly growing demand and the constraints of the book supply situation in the country, the Department's facilities have been extended to other educational institutions such as nurseries, primary and middle schools, junior, secondary and commercial schools, and special institutions for the handicapped. The total number of institutions being served is now over 500.

The duties of the Department are as follows: a) To arrange regular visits to various educational institutions to advise and offer professional guidance and assistance either in the re-organization of existing libraries or the establishment of new ones; b) To order and supply books and periodicals to those institutions which would pay their library grants to the Ghana Library Board; c) Initially, to catalogue, classify and process books ordered by the Department before dispatching them to institutions concerned; d) To organize and conduct seminars, workshops and training course for library assistants; e) To produce booklists, manuals, handbooks and other publications suitable for school and college libraries; f) To build up a standard book collection from which teachers and other school library personnel can examine and make their own selections; g) To act as a central clearing house for all overseas library book donations to colleges and schools in Ghana.

Achievement and problems: visits to schools:

Since its establishment in 1972, the programme of visits to schools has been one of the most important duties of the Department which was pursued vigorously when transport was available. Initially, a used Ford Cortina Estate car was acquired in 1972, but due to the extensive trekking and poor condition of the roads, the vehicle had to be disposed of after four years. For the next four years the Department had

no vehicles of its own, and had to depend on a general transport pool for carrying out his very important task of visiting school libraries. Fortunately, later in 1976, the British Council kindly donated a Mobile Library to the Department for its work in school and college libraries. The transport situation was further improved in 1981 when the British Council again presented the Department with a Landrover for visiting schools in the Regions and rural areas.

Lack of adequate transport facilities has imposed a severe limitation on the extent of our services, especially to educational institutions in the rural areas. Under normal circumstances we are expected to visit schools in the regions at least once a term, but we have been compelled to suspend this important duty because of lack of adequate transport and spare parts.

The mobile library is also used as an exhibition van for touring the Regions to show to teachers and school librarians current titles and other library materials. These periodic visits are necessary since there are no good bookshops in the regions to afford teachers the opportunity for inspecting and assessing new publications before purchasing them.

Acquisition of Books and Periodicals:

The absence of good bookshops in the country has been one of the major obstacles in the acquisition of books and other materials. With the introduction of import licencing for books in 1965, the book supply situation in the country has worsened considerably with the result that, with the exception of the University bookshops at Legon, Cape Coast and Kumasi and a few of the remaining bookshops operated by various organizations, there are virtually no bookshops with sizeable collections and back-up stock which could provide for the needs of the schools.

The majority of the private bookshops in the country deal mainly in school textbooks and stationery. The situation therefore presents a formidable problem for the teacher librarians in their attempts to obtain information about books and other library materials.

In order to overcome such difficulties, the Department has set up a Central acquisition unit through which educational institutions can place orders for books. Periodically the Department publishes "Suggested List of Books for Secondary Schools and Teacher Training Colleges in Ghana" to help teachers to select books and periodicals which they would like to be ordered for their libraries. Orders from various institutions are collected and rechecked for accuracy of bibliographical details before placing bulk orders for them through overseas suppliers.

Finance

In accordance with the initial understanding, Regional Directors of Education were required to transfer the annual library grants of all second cycle institutions in their Regions to the Board. A special bank account was opened into which library grants and other funds of the various educational institutions was paid. Regrettably, some Directors of Education have proved difficult and uncooperative in transferring funds to the Board in these matters, and contrary to the original directives, chose to disburse the amounts directly to their respective institutions. In the face of rising costs of food and other boarding expenses in the second cycle institutions, several Heads of Institutions tend to use library grants to supplement the boarding grants in order to avoid the wrath of hostile student demonstrations.

It is, however, gratifying to observe that, in spite of the current harsh economic situation facing the country, certain schools succeed in raising funds in addition to the Government's library grants averaging \$2,500.00 per annum per each second-cycle institutions.

Book Processing:

Central book processing is one of the facilities offered by the Department. Initially, this was one of the most welcome services enjoyed by most institutions since the majority did not have trained library staff. Author and subject cards were therefore prepared for the new books, but in view of the acute shortage of staff and materials, this service has

been reduced to writing of classification numbers and subject headings on the back of title pages, so that school librarians can prepare their own catalogue cards from the information provided. It has also been found that the adoption of this simplified system has drastically cut down the delay between the time of receipt of books from overseas suppliers and their dispatch to schools. It is hoped that, eventually, a more effective central processing unit will be set up when adequate resources become available.

Standard Book Collection:

In 1976, the British Council donated to the Board a five ton Bedford Mobile Library Van together with an exhibition collection of 3,000 volumes. It was hoped that after touring the Regions, this collection would be properly housed to form the basis of a permanent exhibition of current titles for school and college libraries. It is regrettable that after six years of existence the collection has still not been found a permanent home in fulfillment of the primary objectives for which the presentation was made. An appeal has again been made to the Ministry of Education for new office accommodation, and it is expected that a more permanent solution to the housing problem will be soon found.

The standard book collection is one of the most important facilities offered by the Department, for it is designed to display a permanent and up to date selection of suitable titles for Schools and College Libraries. This collection requires regular up-dating but we are unable to do so because of lack of foreign exchange to import books and other materials.

The Library Bookshop:

From small beginnings in 1973, the library bookshop has now developed into one of the most useful facilities of the Department with very bright prospects for further development into a self supporting enterprise. With an annual turnover of over \$250,000.00, it is strongly felt that the time has come to hand-over the administration of the bookshop to a bookshop manager to ensure more effective management and expansion.

Hitherto, the library bookshop has only operated as a non-profit venture charging mainly the jacket prices of books with a small mark-up of around five to ten percent to cover postage, insurance and other administrative expenses. This policy has made the library bookshop one of the cheapest sources of books in the country and consequently, in order to satisfy the growing demands of the schools, it has been decided to ration the sale of books to various institutions. Thus no single customer is allowed to buy more than three copies per title.

However, with the country's inflationary economy and its attendant high prices, the cost of administering the bookshop has risen tremendously in recent years. It is therefore proposed that in future at least an administrative charge of ten to fifteen percent should be charged on all book sales to make the bookshop a self-supporting enterprise.

Publications:

In order to supply the various schools with accurate information on suitable books and periodicals, the Department has issued the following publications: 1) "A Suggested List of Books for Secondary Schools and Teacher Training College Libraries 1973". Two supplements were published in 1976 and 1980; 2) "A Manual for School Libraries in Ghana", 1976.

Training Programme:

Lack of trained library personnel has been another major factor hindering the steady development of school libraries in Ghana. Under its training programme, the Department has been mounting series of training courses, seminars and workshops for school library personnel and tutor-librarians in Accra and the various regional capitals. So far about 1,850 school library personnel have benefitted from the various training courses for school library personnel during the past ten years.

Some of these special courses such as the one held in August, 1981, ended with promotion examinations which enhance the prospects of the school library Assistants.

There is also a pressing need to standardize the basic entry qualifications for employment of school library Assistants and to establish career prospects with adequate remuneration for school librarians. The absence of any clearly defined career structure, and inadequate facilities for further training and promotion to higher ranks, has contributed to the high turn over of trained and experienced school library Assistants. Revised editions of the above publications have been circulated to various schools and colleges.

Staff:

As with many professional organizations in developing countries, the Ghana Library Board has been plagued with an acute staff turn over problem which could be described as the most serious handicap of the Department. The political and economic problems facing Ghana has resulted in a mass exodus of qualified Ghanaian professionals, including librarians, to neighbouring West African countries, to seek better conditions of service and higher salaries.

The seriousness of the situation could be judged from the fact that of the fifteen successful graduate students sponsored by the Ghana Library Board for the post-graduate course at the Department of Library and Archival Studies, University of Ghana, Legon, between 1976 and 1980, only one has remained in the service of the Board since qualifying. Another cause of the high staff turnover could be attributed to the indefensible disparity in the salaries and conditions of service of librarians in the public service such as the Library Board when compared with that of the Universities and other public boards and corporations.

Office Accommodation:

During the ten years of its existence, the Department of School and College Libraries has proved to be one of the most dynamic and vital units of the Ghana Library Board whose services to education are highly appreciated. However, for ten years the Department has been housed temporarily in the southern end of the exhibition hall of the Accra Central Library, a portion of which has been partitioned off to

provide office accommodation for the Head of Department and the Bookshop, whilst the rest of the Staff are housed in the remaining open office space.

Undoubtedly, the present premises have outlived their purpose as temporary accommodation, but with the growing demand for expanding services, more spacious premises have to be found soon to ensure better security and improved working facilities for staff who are presently crammed together at the southern end of the exhibition hall.

Prospects for Future Developments:

I do hope that I have not bored you with a rather gloomy picture of the problems of school libraries in Ghana. My intention is to present to you a general background of our efforts to develop school libraries in Ghana during the past ten years indicating some of the major problems and how we intend to overcome these problems.

Although it is generally accepted that school libraries have a vital role to play in the educational processes, yet the general attitude of the education authorities towards school library development makes one doubtful of their full commitment to the cause of school libraries.

After administering the School and College Libraries Department for the past ten years, it is apparent that much progress cannot be achieved so long as the Ministry of Education does not accept full responsibility for its overall policy, planning and implementation.

School library services all over the world are the direct responsibility of Departments or Ministries of Education. However, the general practice is for the Ministry of Education or the education authority to entrust the administration and running of this service to the competent library authority, with adequate financial and other essential resources. Our experience in Ghana has, however, shown that if appropriate steps are not taken to ensure the adoption of a Government policy on schools libraries, very little progress could be achieved.

Policy on School Libraries:

With the rapid expansion of pre-university educational institutions in Ghana, there is an urgent need for a clearly defined Government policy on the provisions of school libraries, formulated in consultation with the Ministry of education, the School and College Libraries Department and the Ghana School Library Association. For example, it should be made obligatory for all existing pre-university educational institutions to establish library resource centres for their staff and students. Plans for new schools should also make provisions for library resource centres.

Conversion of School Libraries into Media Resource Centres:

Although the majority of the pre-university institutions are still operating school libraries, there is no doubt that with the rapid developments taking place in educational technology, and the greater emphasis being placed on individual learning, very soon the demand for the establishment of well organized media resource centres will be greatly felt in Ghana. It is therefore essential that at this stage, adequate plans should be drawn up for the gradual conversion of libraries into resource centres to cater for the expected demand.

Already good progress has been achieved with the model library resource centres at Aburi Girls School and the Holy Child School, Cape Coast. Other institutions have also started various projects to convert their school libraries into Media Resource Centres and it is expected that, funds permitting, this will be the trend of development for the next decade.

Finance:

The need for government to make adequate financial provision for school library development cannot be over-emphasized. With the sharp rise in prices of books and other library materials, most of which are imported, it is evident that the average annual library grants of \$2,500.00 or approximately \$1,000.00 per institution is inadequate to meet the need for stocking, equipping and maintaining effective school libraries. Since some institutions have on their own

initiative managed to raise additional funds for library development, such a scheme will not only whip up more enthusiasm for improving and expanding school libraries, but will also generate local initiative and resourcefulness in meeting the pressing requirements of many needy school libraries.

Standards for School Libraries:

In spite of the tremendous efforts made in the past ten years to improve school libraries in Ghana, there is still the need to achieve uniformity of practice, provision and use of library resources and equipment. In order to achieve any meaningful progress in this direction, it is suggested that a National Advisory Committee in School Library Resource Centres should be set up to establish among other things, standards for school and college libraries and resource centres. Such standards should clearly specify the following details: finance, the size and type of library accommodation in relation to student accommodation, bookstock, basic library furniture and equipment, audiovisual materials and staffing.

National Advisory Committee on School Library Resource Centres

The main functions of the above Advisory Committee is to draw up policies, plans and strategies for the establishment and maintenance of school libraries resource centres. The committee should be the main body to advise the Ghana Education Service and the Government on all matters affecting school library resource centres in the country.

Membership of the National Advisory Committee on School Library Resource Centres should be made up of representatives of the following organization and institutions which are closely connected with school libraries: a) The Director of the Ghana Library Board; b) The Director of Secondary Education, Ghana Education Service; c) Ghana National Association of Teachers; d) Conference of Heads of Assisted Secondary Schools; e) Ghana School Library Association; f) Ghana Book Development Council; g) The Head of the School and College Libraries Department of the Ghana Library Board; h) National Vocational Training Institute; i) The Director, Inspectorate Division of the Ghana Education Service.

School Library Service of the Ghana Education Service:

After operating under the aegis of the Ghana Library Board for the past ten years, it is felt that the time is ripe for the Ghana Education Service to establish a School Library Service as one of its divisions, headed by a Director who will administer the service with the support of his staff at the national, regional and district levels. The present system of the school library service operating as a unit of and depending on the Ghana Library Board for its budgetary allocation, staff, equipment, transport etc., has been found to be rather unsatisfactory and a handicap to rapid development.

To ensure equitable distribution of school library facilities throughout the country, it is strongly recommended that Regional School Librarians should be appointed to co-ordinate school library activities in the regions. The Director of the School Library Service, in collaboration with the Regional and District School Librarians, should draw up plans for school library development, establish standards and recommend grants in aid for these school libraries.

The Regional School Library Service

At the Regional level, the Regional School Librarian will be responsible for the establishment of a Regional Library Resource Centre from where he will plan and co-ordinate the Regional and District School Library Service.

Other services which could also be run from the Regional Headquarters are mobile school library service to primary and secondary schools, model school library collections, and a central acquisition and processing centre for school libraries.

Primary School Libraries

One of the areas which has suffered from lack of library resources is the primary schools. In this connection, it will be the major objective of the Regional and District School Librarians to encourage the establishment of classroom collections in all primary and middle schools. In areas where there are clusters of primary schools or where the school population exceeds 800 children, such schools should have a central school library.

Staff Training

So far it appears that besides the annual summer courses, no persistent effort has been made to train teacher-librarians and other categories of school library staff. Since most of our teachers lack experience in the use of libraries and other printed materials during thier school days, it is suggested that a programme should be drawn up to introduce library education courses in all teacher training programmes.

In order to cope with the growing demand for specialist staff who will handle the administration of library resource centres, it is necessary that appropriate courses should be mounted for teachers in training so that they will be able to handle such equipment.

Conclusion

In the above outline, I have attempted to give you a brief background to the development of school libraries in Ghana as well as to share with you some of th problems encountered, and some of our hopes and prospects for future development.

I do hope that the above details will provide enough information for a very fruitful and lively discussion and exchange of views.

INFORMATION SHARING: EDUCATING FOR LIFE

Alan Heath

There is a custom amongst the bejewelled affluent, whose valuables must be protected at all cost from vermin, thievery, and decay, to secure their diamonds and sapphires in the deep fastnesses of the local bank. These jewels, then, are taken out and worn only with the greatest of care and only on very rare occasions. How unlike the jewels which we have in our libraries. I'm not referring to diamonds, as you may well suspect, but to the vast treasures of information under our care.

Our response to this treasure house may be like that of the bank manager, whose job is to keep them safe under bolt, lock, and key. But even the most beautiful diamond does not glitter in the darkness of a vault. Nor does an expensive encyclopedia nor a set of filmstrips make its information available until it is taken down and used.

Our proper response to the treasure is perhaps that of the benevolent monarch who wishes the populace to share in the resource of his country. Rather than hiding behind our stacks with arms outspread against dust and prying fingers, we must make certain that our diamonds catch the light of day, and that our students and teachers know how to use them to the optimum.

If the title of this presentation is "Sharing Information: Education for Life," the implication is that we librarians are responsible not only for the here and now, but for the future attitudes of new generations of students. If we encourage students to make full use of our libraries now, they will continue to support libraries as adults, with their taxes and their votes, and their use. How, then, is this to come about?

I don't think I need to paint a picture of school librarians and libraries the way they used to be . . . A few old die-hards may yet lurk somewhere, hissing their poisons into the air, but for the most part, a new kind of library and librarian has emerged. Sometimes we call them media-centres,

and often the staff in charge of them are information specialists, but for our purposes now we'll retain the old titles.

Leaving behind, therefore, the redundant image which we know so well -- the stereotypical fusty old woman, stern of countenance, firm of frame, and clad in the severity of bun and emotion-proof armour -- let's look at ourselves the way we are becoming in the new age of information sharing.

Librarians today are positive images within their schools, showing that they are keenly aware of an interested in the world about them, and that their lives are enriched with activities other than keeping children away from books, and that their educational background does not include a university course in Shushing and Scowling.

And this is the first point I wish to make: that librarians must, in some cases, strive very hard to create a positive image in order to drive out their colleagues' ideas of what a librarian should be. How to do this?

While not suggesting that librarians must become fashion plates, the way we dress may not be peripheral to the tone of our libraries. A visit to a trendy outfitters or to the local hairstylists may do somewhat to alleviate fears amongst our students that we got stuck somewhere back in the 1870's. And an occasional leap into the pages of Vogue or Gentleman's Quarterly can do no harm other than to our cheque books.

Students must see the librarian outside the library, participating in, nay, leading non-library functions. Let's organize a stamp club, or chaperone a dance. Begin a cinema club or cooking club. Let's look at our school's curricular and extracurricular offerings, and at our own interests and talents to see where they overlap. Then, if we're keen on photography and our school has no photography club, we form one. There will be only a few students, perhaps, who are willing to join, but the entire school will see that you have a dimension beyond the cataloguing table and the checkout desk.

School staff, too, must see librarians sitting on committees, planning curricula, voicing opinions on school issues. (This takes for granted, of course, that the librarian has faculty status just as any other teacher, for this ensures

that the school administration sees the true value of the librarian, not as a clerical drudge whose frequent misfortune is to bully "study halls" into submission, but whose training and responsibility equals that of classroom teachers).

And within the library walls, librarians have to be their own public relations agents, for certainly no one else will do the job for us. This is not to suggest that we must have the perpetual smile of the airline stewardess nor the toothpaste gleam of Miss World, nor does it hint that we never raise our voices to stifle potential outbursts of juvenile exuberance not wholly inspired by educational discoveries. But some librarians, even today, exude such a tangible aura of Scowl and Frown and Go-Away-Can't-You-See-I'm-Busy that students and staff are either afraid to approach for help, have already dismissed the library from their lists of needs because of the harridan who waits within. And if we are training for the future, an outgoing smile today that shows willingness to help ensures that students build positive images of libraries that will last them a lifetime.

Because the library is the catholic -- even eclectic -- place that it is, the librarian can capitalize upon this unique position in the school by sponsoring special programmes (Point II) such as film festivals, lunch-time musical presentations, spelling bees, quiz bowls, or visits by authors. Some will say, "But there's no author living nearby. It's all right for you in London to talk about authors, but what about here in Puddle Springs?"

The point is that you should take advantage of anything special in your community. Perhaps a local potter or painter would be glad to exhibit some of her work in the library, and come along one day to talk to a group of kids about it. You could arrange a display of your art books and filmstrips to coincide.

Or sponsor an international food festival, based perhaps on your collection of cookery and geography books. Give the proceeds to Amnesty International or to another worthy cause. Create newspaper coverage for your school and for your library that builds interest in the community, and goodwill.

The outside world, even in many developing countries, is now coloured by the omnipresence of television. Coca Cola has long advertised in red and white throughout our planet, and the bright lights of Broadway are only a touch of the remote control dial away. Libraries must compete with the tactile glamour of this outside world in order to attract children, and to persuade them that libraries are relevant.

In addition to our traditional quiet corners, even more necessary in a world gone riot with sound, libraries need colourful displays that say, "Welcome, this is the place to be. I'm glad you've come!" Displays can be made from scrap materials when expensive ones are not available.

If I may address myself to librarians in the "international schools", whose student populations are at best transient, an attractive library -- and more important, an attractive librarian -- may be the one item of continuity in a child's move from school to school. Librarians must capitalize upon this other unique position, then, to provide some stability for students whose parents' jobs require that they move from country to country. Familiar magazine titles and well-loved books will welcome the child into comfortable territory when all around him the new sights and sounds of his school are bewildering and overwhelming. And so much more important is the librarian's welcoming attitude, seen in our smile, our willingness to drop everything to help, our colourful displays, and our tolerance.

Does your school have a fledgling music group, an orchestra, or a group of youngsters who like to sing? Invite them to give a special concert in the library, perhaps one lunch time. Maybe your library is tiny: invite a guitarist, or play classical music for thirty minutes on your record player. Make it an EVENT, with advance publicity. Invite parents and the local press. Have refreshments. Abandon everything else just this once and enjoy the difference.

How does this relate to the library, you may well ask. Everything relates to the library, and more important, the library relates to everything. There is little that one can not learn about in a library. Great experiments can begin in a library. Music appreciation can be enhanced by a good

biography or a cassette tape. A great meal may begin when a fifteen-year-old checks out one of your cookery books. Your soccer team may improve when the captain watches your videotape on how to win at that particular game.

So don't be reluctant to bring in the extraordinary to promote your treasures, for diamonds don't glitter in the darkness. If you want your collection to reach its potential, resort to the techniques of Madison Avenue, or you will be long in achieving that goal.

Libraries are about thinking. In the classroom, the child may learn only to parrot information to his teacher, never getting beneath the mere facts of history or science or grammar to form thoughts of his own. Libraries change that. Libraries provide the pro and the con; libraries start arguments. Libraries can provide some answers; they don't always solve the questions. In the library, a child can form his own opinions, based upon research and discover. And in the long run, he can become his own teacher, doing away with professors and pedagogues as he unravels the threads of learning, using the skills which he has learned along the way.

But back to Madison Avenue. If you feel shy about bringing up the noise level with a film or rhythm band, don't neglect a poetry reading or an after-school story hour to which all are invited, or a book club for special-interest readers, such as science fiction buffs (call yourselves "The Aliens") or horse fanciers ("The Herd"?). These pursuits admittedly relate more to the bookish concept of the traditional library, but might help persuade a reluctant headmaster that it's time you entered the new age, or merely help the reluctant librarian, discomfited by more extravagant activities.

Third, the other teaching staff must learn to cooperate with the library at every level of curriculum planning, (Point III) so that units of study will include the necessary "library skills" often relegated to a one-week blitz somewhere in the child's secondary school experience. Learning library skills with a purpose will work; trying to teach them in an educational vacuum is futile and tiring to everyone involved.

Getting the cooperation of teaching staff may be, initially, beyond your control. It may be official policy not to

include the librarian, especially if he or she is regarded as a clerical flunky. You can interpolate yourself, however, by starting small. Offer your knowledge of materials and how to use them to one of your friends on the teaching staff. Once your planning has paid off there, other teachers will want to use your talents as well.

When the librarian is aware of the learning needs brought about by a particular unit of work, whether it be animal classification or advanced carpentry, she can open new avenues of exploration. Has the teacher thought about teaching the students to use the card catalogue to find other books about animals and species? Has the carpentry teacher considered using some of your excellent materials about cabinetry and wood construction, indirectly leading the student to practice his skills of browsing, index utilization, and reading? Library learning is everywhere, and can be applied in every discipline.

If this cooperation is brought about, learning to use the library will come as a matter of course. Students will learn to use your periodical indices, such as Readers' Guide, because they need to do so, and not because of an isolated introduction to them during an "orientation". And so with other necessary skills: using the catalogue, audio-visual hardware, computers. And students will learn and remember because the skills were relevant to their classroom work. These are not new concepts. Readers of Rousseau's Emile or of Thomas Day's Sanford and Merton will vouch for that.

Fourth, the librarian will use all means available to promote reading, viewing, research, and original thinking (Part IV) among the clientele, student and staff. One tried and true method includes the bibliography, prepared at the request of a classroom teacher so that his students can have an instant overview of available materials. But how about preparing a special bibliography yourself, without the prodding of a teacher? How about a list of fifty books that every 10-year-old will enjoy! Of course, every 10-year-old won't enjoy all fifty titles on your list, but if you include a sprinkling of different types of reading, then he will enjoy some of them, and if you plan the list well, illustrated with line

drawings and jokes and annotations, then it will be a godsend. Especially when an anxious parent wants a recommendation for her little Abdul who just won't read anything, or for the moment that little Abdul actually comes into the library to get a book, and you can't think of one off the cuff.

Do you print a library newsletter? If not, do. Include your new materials, certainly, and preferably with short annotations (gleaned from the dust jacket or review), at least for some of the more interesting books and other media. Write a few news items, too. Tell people about your improved circulation (media, not corpuscular!), or about a missing volume of the encyclopedia: please bring it back for the bookworms are hungry; or about the special film you're going to show next week during lunch: careful eaters welcome on a trial basis.

And how about your book clubs, your story-telling, puppetry, displays, and learning centres? Offer to use a corner of your library as a special learning centre for Miss Hodges' third hour English class. You could put up a special display relevant to the unit, and place several materials there for easy access, such as biographies, indices, a videotape, dictionaries, and encyclopedias. Miss Hodges could put her instructions on posterboard on the wall, and there you have a real learning centre, making your library buzz with learning and independent thinking.

One trick which has paid off at the American School in London is our "Reader's File". Since we do have a large library staff of 15 to serve a student body of 1000, we can do things like this in a big way, but perhaps you can adapt it to meet the needs of a small group at your school.

We meet every single middle school child once a week in a regularly scheduled library class (which is considered a "special subject" along with music, science, and art). At the beginning of each new year, or when a new student moves into the school, we ask that each child fill out a "Reader's Inventory" (see appendix). Then, based upon the information which he gives us -- and some of it is totally non-literary for what I hope are obvious reasons -- we continually supply reading material to each child on his "Reader's Record" (see appendix). We try to have two unread books listed at all times, so

that when the student is ready to read something else, he can refer to his reader's card -- if he wants to.

This scheme has been so successful that our circulation statistics have gone off the graph, and we've had to resort to much larger parameters than before we instituted the idea some five years ago. Yes, it is hard work to supply titles for every reader card once a week, but that's one of the things we're there for.

If you are lucky, you are not the only librarian in your school. If you are fortunate, you are one of many, so that you have time to teach regularly scheduled "library classes" throughout the curricular week. If you are in a school which views the library programme realistically, you are constantly busy with students, leading them through the mysteries of research as an adjunct to their classroom learning.

But if you are a victim of education authority cut-backs, or if you have no clerical assistance, or if you are the only library-person in the entire school, the road is harder to follow. Naturally, there will be times when you never want to see another little darling again -- ever. There will be mounting piles of materials to catalogue, books to re-shelve, chairs to keep in order. There will be no time for the "frills" of trying to smile, wearing a new pair of shoes, keeping your Vidal Sassoon hairstyle in place, much less teaching them how to use the new encyclopedia of journalism.

Many librarians allow themselves to bog down in the trivia of the profession (proving to the administration that they are, after all, mere clerical hacks). They involve themselves so closely with cataloging and typing overdue slips that they have no time for the really professional (and enjoyable) work of educating students in how to exploit the facility at their disposal. If only for a short period of time, try not doing any of the clerical work, and devote yourself to full-time library promotion. The pile may get a bit larger, but you may have found a budding Einstein at just the right moment as he stands puzzled before the mysterious, and yet unopened, array of materials at his fingertips.

Fifth, the librarian will want to share successes by publishing methods and materials in regional, national, and

international journals, (Point V) so that other librarians may implement similar achievements. Periodicals such as The Unabashed Librarian, Wilson Library Bulletin, the Link, and Emergency Librarian welcome news of innovation and progress in their columns.

In the international schools, and possibly in "ordinary" schools as well, the librarian often feels professionally isolated from colleagues in similar positions elsewhere, and the only constant means of professional renewal is the journal. It follows, therefore, that the librarian can give herself a tonic by sharing her own triumphs, and by reading about those of distant colleagues.

So here we are. We've removed the horn-rimmed spectacles, and Vidal Sassoon has restyled our greying bun, maybe adding a hint of colour to accent the new perm. We've dressed fit to be tied (if you'll pardon an expression of my native Southern USA), and we're eager to impress upon the new generation of scholars that LIBRARIES ARE AT THE HEART OF EVERYTHING.

Let's briefly recap: One, we've built the positive image. New clothes, new hair, tube of toothpaste in the upper right hand drawer. We've moved out from behind the mountain of cataloging and into the world of photography clubs and scuba diving. Two, we've invited the local baker to come to the library to demonstrate how he makes a perfect whole-wheat roll, and every child there goes to taste it. We had a display of all our cookery books, and everyone was checked out. We set off a bank of fireworks, and everyone took notice. Three, we've received the invited cooperation of all the other teachers, who now ask our advice whenever they plan a new unit, so that library learning will not be overlooked. Four, we've begun a new annotated booklist to show readers new materials in their library; we've begun using puppets again, and we've published a bibliography of special interest books for 12-year-olds. Five, we've just written a short notice for our regional newsletter, telling them how wonderful our book drive was. The board of directors has given us a raise.

Finally, we admit to the obstacles: lack of time, lack of finance, sheer exhaustion at the prospects of doing so

much. But we change as we can, and accomplish something new at least once a week.

I'd like to think that all students currently in our library schools are conforming to the New Image, but sadly my experience does not bear this out. There are still those who become school librarians because they don't like kids (one woman in our European Council of International Schools libraries whispered that this was her case), and whose educational imagination has been smothered somewhere along the route. I'd like to think, too, that the library schools would filter out the unenthusiastic, the tired, the people who don't-know-what-else-to-do-so-I'll-be-a-librarian before they emerge to resuscitate the stereotypes which are dying around us. Ask the man in the street to describe a librarian, and see what you get. Does it describe the person next to you?

We have at our fingertips the opportunity to let our diamonds shine. It will take effort and duty beyond the call, but the work will pay off now and in future generations.

APPENDIX I

Name: _____ Age: _____ Grade: _____
 Homeroom Teacher: _____
 Library Teacher: _____
 Time: _____

1. Give the titles of three books which you have enjoyed in the past year:

2. Are you reading a book now? _____ If so, what is its title?

3. Underline the four (or more kinds of stories you like best and star your favourite:

Adventure	Animals	Sports
Riddles & Puzzles	Love Stories	Biographies
School Life	Fantasy	Fairy Tales
Mystery	Home and Family	War
Science Fiction	Magic	Spies & Detectives

Crafts and Models

Stories from other countries

Books like Judy Blume's

Stories about people who overcame handicaps

Stories of teenagers

Ghosts, witches & the supernatural

Stories set in times past (historical fiction)

Funny things & amusing people

Mechanical things (motorcycles, cars, trains,
 airplanes, etc.)

Fantastic phenomena (like UFO's, the Loch Ness monster,
 etc.)

Other: _____

4. Circle the type of book you prefer to read:

Hardback	Paperback	No Preference
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5. Would you rather read a book that is one long story, or a collection of separate short stories? (Underline your preference)

6. Which do you prefer, fiction or nonfiction? (underline)
If nonfiction, what subjects?

7. What is your favourite hobby? _____
8. What are your favourite games or sports?

9. What kind of work do you want to do after you graduate?

10. Whose recommendations do you follow when selecting a book?

11. Approximately how long do you spend reading each day?

12. If you could have one pet what would you choose?

13. What school subject do you like best? _____
14. Out of all places you have travelled, which did you like
best? _____
15. Of what have you ever made a collection?

16. How would you spend next Saturday if you could do exactly
as you wished? _____

TRAINING SCHOOL LIBRARIANS FOR THE ENGLISH-SPEAKING CARIBBEAN: SHARING THE RESPONSIBILITY

Katie May Mungo

Preface

Some of the information in this paper dates from March 1980, when a survey of public and school library services for children and young adults was done in the islands of Antigua, Barbados, Montserrat, St. Kitts - Nevis, and St. Lucia; recent checks with library personnel in these islands have not revealed any substantial changes. The information on Jamaica is correct to the end of 1981. In February of 1982 visits were made to St. Lucia, where material was up-dated, and St. Vincent, where information was collected.

PART ONE

Although all of the English-speaking Caribbean islands are not now at the same stage of development, they share a common history of discovery, colonization and exploitation by European nations, slavery followed by emancipation, and a slow progress towards political independence. Education systems, transplanted from and patterned on those of the metropolitan countries, were at first concerned only with the education of the children of the expatriate colonizers, and expansion to include all classes and levels of society was slow. However, within the last two to three decades, as many of these island states have achieved varying degrees of political independence, there have been attempts to make curricula and teaching methods more relevant to the needs of the region and the aspirations of its inhabitants. Technical and financial aid for educational development has come from various resources - the former colonial powers, international aid organizations, and regional bodies formed and funded by the Caribbean countries themselves.

It is in this context that school libraries began to develop in the region, but that development has been slow, and there are many problems to be faced, the major one being that funds are scarce. As a result collections, services, and

staff are adversely affected, both in quality and quantity. One major problem, for example is the lack of adequately trained personnel for school libraries. In an earlier article* it was pointed out that the levels of education of persons termed "school-librarians" or "teacher-librarians" varied from persons with no training in either education or librarianship, through those with partial or complete training in one of those areas, to those with full training in both, the latter being the least in numbers.

This is a serious area of concern, since it may well be that adequate numbers of properly qualified staff could work towards remedying other problems; for example they could make representations for more substantial funds and better amenities, and they could design and operate better services.

The following descriptions, of school library provision and facilities for training in the seven selected countries, are not meant to be exhaustive, but to give just enough background information on how the business of training school and teacher-librarians is now being handled. These seven island-states constitute approximately one-half of the English-speaking Caribbean,** and have many common problems.

After the descriptions an attempt will be made to show how the solution to these problems may be found in well-planned and executed cooperative actions such as training programmes for improving the quality and quantity of school library personnel.

Antigua

School libraries in Antigua fall under the umbrella of the Ministry of Education, which provides the budget for

*See Caribbean Journal of Education, vol. 7, no. 3, September 1980.

**Countries not covered in this paper: the islands of Dominica, Grenada, Trinidad & Tobago, and the mainland countries of Belize and Guyana.

centralized acquisition and organization of materials for distribution to all schools islandwide. At present, service is given to 34 primary and 8 secondary schools, serving a total of approximately 16,000 students between the ages of 5 - 16 years. The initial stage of the Schools Library Service, begun in 1964, was funded by a grant from the Ford Foundation of America, but by 1968 the government of Antigua had assumed full responsibility for the recurring annual book-budget, salaries of staff etc., and had provided a headquarters in an annexe to the Princess Margaret Secondary School. A School Libraries Officer - who is fully qualified in both education and librarianship - was appointed in 1974. She is one of the 4 fully qualified librarians on the island, the others being at the Princess Margaret High School, the Antigua State College, and the Public Library.

As the headquarters of the Schools Library Service, Princess Margaret Secondary School also is a demonstration and reference library for all other school libraries in the island, and the librarian there is also qualified in both education and librarianship. The third such person is at the Antigua State College, which is the only tertiary institution in the country. All other secondary school libraries are staffed by teachers - who may or may not have other teaching duties. The primary schools, which do not have permanent collections but get stock which is supposed to rotate, usually assign to one teacher the responsibility of overseeing and securing the collection located there.

There are no facilities for training library personnel in Antigua, but there is some in-service training for teachers in charge of school libraries. This is arranged by the School Libraries Officer, and consists of one-day workshop/seminar sessions; she reported (in March 1980) that 5 such sessions had been held in 1979, and that one of two sessions planned for early 1980 had already taken place. Topics had included Library Routines, Library Outreach Programmes in Schools, and Cataloguing and Classification. She recognized the pressing need for more intensive training and had previously discussed, with representatives of both the British Council and the Department of Library Studies of the University of the West

Indies, the possibility of a summer workshop of at least two weeks, to be held later in 1980. This however never took place because of financial constraints suffered by both those organizations.

Because of the small size of the island, it has proved easy to operate the Antigua Schools Library Service from a central point in the capital, and there are already three fully qualified people in key positions where they could be used for supervisory and training duties. What is needed now is a system for training teacher-librarians to man libraries in secondary schools - and later in the primary schools also - in order to give the day-to-day services necessary at these points. Such training could be provided at the Antigua State College, as part of the two year teacher-training programme offered by the Teachers College which is a part of the complex. Optional second-year courses in various aspects of school librarianship could be offered successfully, provided that the College library was first upgraded and its collection strengthened, and that a Tutor-librarian with special responsibility for the course is appointed. Additional and complementary training could be provided for practising teacher-librarians by means of workshop and seminars on various topics offered during vacation periods with the aid of visiting lecturers from the regional University of the West Indies, other universities, or various organizations involved in the development of education and libraries.

Barbados

In this island separate provision is made for primary and secondary schools. Primary schools do not have individual libraries, but teachers and pupils can borrow reading materials from the bookmobiles operated by the Schools Mobile Service of the Barbados Public Library. In 1979 two mobile units were making fortnightly visits to 84 schools - 81 primary, two new government secondary which did not yet have libraries, and one private secondary which had requested inclusion in the service to complement its own less-than-adequate library. Participation in this service is voluntary, that is to say that no one is compelled to borrow books when the bookmobile

visits a school, nevertheless the service is well used, and statistics provided by the Barbados Public Library showed that 11,974 registered readers used the Schools Mobile Service in 1980.

This valuable service has two shortcomings: (a) insufficient funds to provide more mobile units and larger collections to serve all the primary schools on the island, and (b) lack of staff with professional training and special expertise in service to children. The head of the department is a senior library assistant, and junior library assistants or clerical assistants are the ones who go out on the bookmobile and have actual contact with teachers and children.

It seems obvious that staff with proper professional training should be better able to give a service which would have more of an impact on primary education in Barbados.

Secondary schools are of two types. There are 10 older grammar-type secondary schools, some of which began their existence as private schools, but all of which are now funded by the Ministry of Education; there are also 12 newer government-owned comprehensive secondary schools. Most of the older schools now have library rooms, and such rooms are part of the design of all new schools; in addition, all secondary schools get library budget allocations, ranging between B\$1000 to \$2000 (approximately \$500 - \$1000 U.S., at the rate of \$1 U.S. to \$1.98 Barbados).

Staffing in these secondary school libraries is, however, quite unsatisfactory, since the staff consists of one library assistant with no training in either education or librarianship. When this practice was first introduced in 1973, the Library Association of Barbados, concerned about the use of unqualified personnel in such an important field, sponsored two one-week workshops in basic library routines, with the aid of American Peace Corps personnel then stationed in Barbados, and visiting lecturers from the University of Western Ontario School of Library and Information Science. However, visits to seven schools in 1979 and 1980 showed that only one of those who had attended these workshops was still working in a school library. Those met were on the whole ignorant of the importance and potential value of the library

in the work of the school, and were unable to do much more than keep the library open, do house-keeping duties, and circulate books. The situation is made worse by the fact that, with no centralized organizational or administrative focus, there is no supervisory staff to whom these school library assistants can look for advice or guidance.

On both the primary and secondary levels therefore, school library services in Barbados are hampered by lack of professional expertise, but the problem is not unsurmountable. The Barbados Community College has recently begun a one year programme of study for library assistants, and Eridston Teachers' College offers a two-year teacher training programme. Some adjustments could be made to the former, and a school-librarianship option added to the latter to provide some staff for both the Barbados Public Library Schools Mobile Service and the individual secondary school libraries. Additional training could be given at regular workshops, seminars and summer-schools, and personnel at the administrative and supervisory levels could be educated at the Department of Library Studies of the University of the West Indies or at comparable institutions abroad.

Jamaica

Since there is no single system of school libraries in Jamaica, provision is made in three ways: (i) through the Schools Library Service of the Jamaica Library Service, which provides library services to government-owned and operated primary, all-age, and secondary schools; (ii) grant-aided secondary schools which organize their own libraries; and (iii) private independent schools which also provide for their pupils as they see fit.

(i) The national public library system, the Jamaica Library Service, administers a Schools Library Service department which gets its budget from the Ministry of Education, and is responsible for centralized acquisition and processing of books for 821 governments, primary and all-age schools and 84 government secondary schools. Bookmobiles visit the primary and all-age schools once per term to allow teachers to change their rotating collections and, in a few cases, to add to

their permanent collections, provided that they have facilities to house them. The secondary schools, all of which have library facilities, get permanent collections to which additions are made as often as finances allow.

Library personnel in the primary and all-age schools is not an issue at present, since so very few of them have library rooms with permanent collections; those that do usually assign these to the care of one teacher, whose function is more or less that of custodian of the stock. If or when the time comes that all these schools are provided with library rooms and collections, then trained teacher-librarians will be needed here.

The secondary school libraries are usually manned by teachers or teacher-librarians, the latter being graduates of those teachers' colleges which offer optional courses in school librarianship as part of their teacher education programmes.

(ii) The grant-aided secondary schools, many of which started as independent private schools, receive government grants for meeting school expenses, and can allocate funds out of their budgets for acquiring resource materials for their libraries. Many of these libraries are manned by teacher-librarians, and a few by dually qualified persons, that is teachers who also have a separate qualification in librarianship, either at the B.A. or postgraduate diploma level. There are, however, a few which are in the care of teachers with no librarianship training, so that overall the pattern of staffing is uneven and somewhat unsatisfactory. That problem, however, of levels of training among school library personnel in Jamaica, is a result of certain official administrative practices, and is not being dealt with in this paper.

(iii) The private independent schools, which may be primary or secondary, are financed mainly by fees paid by their students, and some charge a library fee; which may be used for providing some type of school library. The presence and type of training of library personnel in these schools have not been investigated.

As regards facilities for training, Jamaica is in a most favourable position, as these exist at two levels - teachers' college and university.

(i) Teachers' College. Some of these institutions have offered, since 1970, a school librarianship option during the second year of their teacher education programme; this is followed by an internship year during which the new graduate receives regular advisory and supervisory visits from college staff. The course has been taught for varying periods at different colleges, and has always been beset by problems such as: (a) scarcity of qualified tutor-librarians for teaching it (b) inadequate supportive resources in some college libraries (c) lack of attractive working conditions in schools, which discourages some potential students. Still, over 200 teacher-librarians have been trained in this way since the option was introduced, and they form a valuable core of library personnel for schools of all types.

(ii) University of the West Indies. Since the U.W.I. Department of Library Studies was established in 1971 it has offered, as part or both its B.A. and postgraduate diploma programmes, courses in libraries and literature for children and young adults. Many students who have entered with teaching qualifications have taken these courses, thus creating a body of dually-qualified school/teacher-librarians at graduate level.

It should be noted that this library school is a regional one; however, since it is located on the Jamaican campus of the university, more Jamaicans have been trained than nationals of any other West Indian country.

In addition to these two approaches to professional training, in-service training is provided, by means of one-day seminars and workshops - by the Jamaica Library Service Schools Library Service for teacher-librarians in government schools. The Jamaica Library Association also, through its active Schools Section, provides - on request - advice and help where possible, and have organized two half-day seminars for teachers and school/teacher-librarians in recent times. The J.L.A. has also published School Library Standards (1971) and a Handbook for Teacher-Librarians as part of its programme of professional activities.

There is one other training programme in Jamaica which is being mentioned here, not because it is a desirable

training programme for school librarians, but because its graduates have been employed as such by some school boards. This is a Library Technical Assistants' Course offered by two colleges, and designed to provide training for library assistants; since there are no restrictions on hiring them for school libraries, it is possible that this undesirable situation may continue for some time.

Montserrat

This island does not have a school library service at all. The island's 11 government primary schools get no organized service from any centralized point, nor do they have any library budget. One enterprising principal met in 1978 had built and stocked a library entirely from gifts but this was the exception. Some schools are used as stops on the public library's bookmobile routes but they do not get any special service.

There are two junior secondary schools, both of which have adequate library rooms, but very inadequate collections, made up of gifts from various sources and some materials bought from the Principal's budget. Each principal had delegated a teacher - who also had other duties - to take charge of the library, but there was no meaningful programme at either school, nor were children allowed to borrow books because of the limited supply. One school was planning to raise funds for the library via the Parent Teachers' Association.

The island's only secondary school still does not have a functioning library, although in 1980 a U.S. Peace Corps worker then stationed in the island had been assigned, by the Public Library, to which she was attached, to weed and catalogue the roomful of old books - mostly gifts from Ranfurly Library and the Overseas Book Centre. The library room itself is quite spacious, with an annexe which could be used as an office-cum-workroom. The problems here are (a) no materials budget (b) no teacher-librarians or anyone in charge.

The Technical (Secondary) College is in the same situation, although it has a library room with the beginnings of a reference collection - mostly encyclopedias - and some other gift books. There is no tertiary institution on the island.

Although Montserrat is so poorly supplied in the area of school library service, the situation is not completely hopeless; an interview with the Permanent Secretary at the Ministry of Education, which is responsible for both schools and libraries, revealed that there were plans - part of the overall development plans for the island - to establish services to schools in the near future, including the following: (a) Primary Schools (i) basic reference collection in each school and (ii) book circulation system to all schools. (b) Libraries for the secondary and junior secondary schools.

A trained and experienced teacher from the island was at the time (1980) completing the B.A. (Librarianship) at the library school in Jamaica, and there were plans to use her to help implement these plans.

Montserrat is included in this paper as an example of the kind of situation where there is need to cooperate with various organizations and other countries in order to fill urgent needs. That is to say for example, teacher-librarians may be trained for schools in Montserrat at the Antigua State College, if that institution introduces a school librarianship option as part of its teacher-training programme, as teachers from Montserrat have always trained here in the absence of any college in their own island. Staff may be prepared for higher levels of administration etc. at the regional university's library school, and participants from this island could be included in continuing education courses, seminars, workshops or conference held anywhere in the region and funded on a cooperative basis.

St. Christopher - Nevis

Both primary and secondary schools in St. Christopher (commonly known as St. Kitts) and its sister island Nevis, have been the recipients of some attempts at library services, but there is still no complete school library system as such.

In St. Kitts an enterprising public librarian had some years ago started a schedule of visits to four primary schools - one urban and three rural - and loans of books were made to interested children. Transportation of staff and books was by means of a rented station-wagon which called once per

fortnight. In 1981 a bookmobile donated by the Canadian International Development Agency (C.I.D.A.) was used to provide a more widespread service; 10 of the island's 19 primary schools are now visited, still once per fortnight, and books are lent to those teachers and pupils who wish to borrow; no other service is offered. In Nevis the library assistant in charge of the public library branch there uses her car to offer a similar service to two primary schools.

Secondary schools in both islands get grants for library provision but these are pitifully inadequate when one compares the amount with the enrolment of each school; for example figures supplied by the Chief Education Officer in 1980 showed the grants* for 1979/80 to be as follows: \$1200 for Basseterre Junior High with an enrolment of 1141 pupils, \$1000 for Basseterre High with 850 pupils, and in Nevis \$600 for Charlestown High with 665 pupils. In all these schools the libraries were in charge of teachers who, with one exception, had full teaching loads in various subjects and spent very little time in the library; in the one case where the teacher was in the library almost full-time, her lack of any kind of training did not make her contribution very meaningful, and the library had little effect on the school.

With regard to training, some attempt had been made in the past to offer a teacher-librarianship option at the Teachers' College in Basseterre, St. Kitts. This was the work of the former College librarian, a qualified teacher who had attended the 10 week U.N.E.S.C.O. School librarians' training programme offered in Jamaica in the summers of 1972 and 1973. However, the option was hampered from the outset by the fact that the librarian had full teaching duties elsewhere (she was the Home Economics tutor) and that the college library was inadequate to support the course. No figures are available as to the number of trainees who did the option during the 3-4 years it was offered, and it has been discontinued now that that librarian is no longer at the college.

*Figures in Eastern Caribbean currency: \$1 EC = approximately \$.40 U.S.

There are now plans to create in St. Kitts the same kind of educational complex as the Antigua State College, i.e. one complex including Teachers' College, Technical College, and Sixth Form College. Such an institution, with a well organized, adequately stocked library with suitable professional staff, may be able to assume the function of basic training for some school library personnel for the country, with staff for supervisory and teaching positions being educated at the regional university or similar institutions outside of the region.

St. Lucia

This island has 77 primary, 11 secondary and 3 special schools one each for the blind, the deaf, and the mentally retarded. In addition there is a secondary-tertiary complex - the Morne Educational Complex - which consists of a Sixth Form College, a Teachers' College, a Technical College, and a Technical Teachers' College; this complex as well as the University of the West Indies Extra-Mural Centre, also located at the Morne, is served by one library.

In 1976 the Ministry of Education started a Pilot Project School Library Service for 6 primary schools. This project was organized with the aid of an American Peace Corps Volunteer then stationed in the island; it included: (1) cataloguing, classification, and processing of materials for the schools served, (2) regular visits from the project coordinator, and (3) workshops to train teacher-librarians; these included 2-week summer sessions organized with the aid of O.C.O.C. - the Organization for Co-operation in Overseas Development*, and one-day sessions using local staff.

The project ran smoothly during the first 2 years, during the term of service of the first coordinator. Positive achievements were that all the schools in the project succeeded in establishing functioning libraries, staffed by teacher-librarians either full-time (in 2 schools) or with

*A Canadian organization sometimes funded by C.I.D.A.

reduced teaching loads: a syllabus of library skills was prepared for teaching in schools, and the teacher-librarians worked regularly with teachers, classes and individuals. In addition, some other schools were also visited, and got help from the project staff, e.g. 7 junior secondary schools got aid with cataloguing and processing of library materials.

After the departure of the full-time coordinator in 1978, some of the project work was taken over by the Tutor-Librarian at the Morne Complex, in addition to her other duties, which made regular visits to schools impossible. O.C.O.D. summer courses continued in 1979 and 1980, but no further funds were allocated for the project by the Ministry of Education and eventually problems of lack of staff and lack of funds caused the project to cease active functioning, although it has not been officially discontinued. In 1982 information received from the tutor-librarian at the Morne Complex noted that some libraries still exist; some - along with the schools - were destroyed by hurricane Allen in 1980. Although principals still try to buy some library materials out of their regular budgets, the project seems to be in limbo at present; it is hoped it will be resuscitated and expanded soon. Furthermore, though no more O.C.O.D. courses seem to be in the offing, 12 teachers who did all 3 courses between 1978 and 1980 have already received a total of 150 hours of introduction in children's literature, user education, administration and other areas of school library organization.

Altogether St. Lucia has had a good start in the area of training teacher-librarians. A second-year optional course in school librarianship is taught at the Teachers' College by the tutor-librarian at the Morne Complex, who is qualified in both education and librarianship, and the library there is well able to support the course. In addition, there is the practice of choosing two successful graduates of this option to serve as "cadets" at the Morne Library for one year, thus giving them valuable practical experience of library work in an educational setting. In 1982 the tutor-librarian reported that so far 15 graduates who had taken this option had returned to their schools; two who had been cadets were serving as full-time teacher-librarians, and five others were known to be active in leading their schools' library committees.

It seems therefore that St. Lucia can successfully operate a basic training programme for school librarians; this, plus full professional training for a few persons at the regional university's library school, would provide personnel for school libraries at all levels including supervisory, and also provide further education for additional tutors for local training programmes, full-time and occasional.

St. Vincent

This island, and the Grenadines islands under the same government, have no overall school library service; a few secondary schools have tried to set up libraries on their own, but these are generally inadequate because of insufficient resources and an absence of properly trained staff. One such library visited, at a rural secondary school, had been organized as a special project by a Peace Corps Volunteer who found it essential to her work as a reading specialist; since no other teacher on the staff had showed any willingness to help with the library project, she expected it to cease after her departure in September 1982.

At present there are three librarians on the island, all B.A. (Librarianship) graduates of the University of the West Indies; however, none has any special training or experience in school librarianship or in education or teaching, so that introduction of a school library service or a training programme for school librarians is not immediately possible.

However, two projects now in the planning stage make such moves very likely in the not too distant future. The first is a plan to design a national information system for St. Vincent, with the aid of funds from the Organization of American States and U.N.E.S.C.O. and help from the staff of the U.W.I. Department of Library Studies. Such an information system will naturally include a school library service, most likely to be organized out of the public library as in Jamaica, and possibly with initial funding from external sources. The second project is some work being done by the teachers' college librarian, one of the three professionals in the country; she has been conducting a survey of primary schools to find out what, if any, library facilities,

collections etc. exist. This information will be used in designing a course for teacher-librarians as part of the college's programme; the possibility of mounting such a course, however, depends on the success of another plan, for first getting the college librarian some further training in educational methodology, so that she could assume the additional function of tutor-librarian.

If all these plans are realized within the near future, there is hope that the 62 primary, 6 junior secondary, and 13 high schools in St. Vincent and its allied islands in the Grenadines will have library services to support their educational programmes, and school library personnel with the proper training to operate such services.

The preceding descriptions have attempted to show that the education and training of school librarians present common problems to all the countries of the English-speaking Caribbean, with the possible exceptions of Jamaica and St. Lucia. Both of these have full-time basic courses in school librarianship included as options in their teacher training programmes; in addition Jamaica has at its doorstep the only professional school offering library education at university level in the region, thus, making it easier for more of its nationals to become librarians.

It would seem therefore that a common approach would be the best means of providing a solution since (i) all these countries have identical educational systems (ii) they all together support and are served by the same regional university and (iii) they all receive financial and technical assistance from the same regional and international bodies. It is this common approach which will be discussed in the next section.

PART TWO

In countries as relatively underdeveloped as these West Indian islands many areas of development are dependent on either regional cooperation, or funding from external sources or both. This is very much the case in the area of educational development, and consequently of library development also, since public and school libraries are usually under the control of the Ministry of Education.

The regional university, the University of the West Indies, has done much to stir interest in library development including the development of human resources, since the establishment of a Department of Library Studies on the Mona Campus in Jamaica ten years ago. This department, commonly known as "the library school" offers the only full-fledged professional education for librarianship in the area, and is sometimes itself the recipient of, or a channel for, training funds from various organizations.

The British Council, UNESCO, the Canadian International Development Agency (CIDA), the Commonwealth Fund for Technical Cooperation (C.F.T.C.) and the Organization of American States (OAS), are among the most important organizations which have made inputs into training programmes for library personnel in the West Indies.

British Council

The British Council has been involved in the training of librarians since the earliest stages of library development in the region. Financial support for the Eastern Caribbean Regional Library, which had been set up initially with funds from Carnegie Corporation of New York, was taken over by the British Council when the Carnegie funds ran out. Training courses organized by E.C.R.L. helped to prepare candidates for the professional examinations of the Library Association of Britain, and these courses drew would-be librarians from all over the West Indies until they finally came to an end in 1962.

The British Council also provided scholarships for training abroad (one Barbadian Librarian did the B.L.S. at the University of Toronto) and arranged visits and attachments for various people to libraries in Britain to widen their experience and give on-the-job training. In the recent past a 10-week summer course for library assistants was offered jointly by the U.W.I.-D.L.S. and the British Council in 1978 for 41 library assistants from 9 Caribbean countries, and in 1981 and 1982, 2-week courses of the same type were offered in St. Lucia and St. Vincent respectively.

The British Council has also given direct help to the library school (i) funds for staff development, which enabled members of the library staff to travel and observe libraries and library education in the U.K. for periods of up to 6 months (ii) provision of a senior lecturer in 1978/79 and again in 1979/80 as a temporary addition to the library school staff (iii) grants to enable students of the Department of Library Studies to widen their knowledge by going abroad on fieldwork placements.

U.N.E.S.C.O.

The regional library school owes its existence, to a large extent, to this organization, as UNESCO funds assisted the regional university to establish its Department of Library Studies. The aid, spread over a 4-year period, provided two teaching experts, 30 yearly scholarships/fellowships for students, some books and equipment, and secretarial assistance. The University met capital and other current costs, and assumed total responsibility for the Department when the UNESCO funding ended.

UNESCO also coordinated this with another regional project it was funding in Teacher Education and Curriculum Development, and offered at the library school in the summers of 1972 and 1973 a total of 10 weeks of training for school-librarians from all over the region.

At present the university is discussing with UNESCO the possibility of funding an Archives Training Program.

Commonwealth Fund for Technical Cooperation

This is an organ of the Commonwealth Secretariat, a British organization through which aid programmes are administered, and which has an on-going Education and Training Programme. Through this programme C.F.T.C. has provided, during the last seven years, scholarships for professional education at the B.A. level for 5 persons from Antigua, Barbados and Montserrat, and at the postgraduate Dip. Lib. level for one Barbadian student.

Canadian International Development Agency

C.I.D.A. has provided scholarships for the training of librarians from the West Indies, both at the regional school and at Canadian institutions. C.I.D.A. funds have also helped the School of Library and Information Science of the University of Western Ontario, Canada, to lend members of staff for periods of up to 4 months to the U.W.I.-D.L.S. so that members of staff can be released to pursue various activities leading to professional development.

In addition C.I.D.A. has funded various continuing education workshops e.g. in planning library buildings (Trinidad), and binding (Jamaica and Barbados); five such workshops were mounted during the 1975/76 year.

Organization of American States

This inter-governmental body is very much involved in the development of libraries in the region. Following is a brief look at some activities funded wholly or in part, by O.A.S. just during the last 2 years: (1) Summer 1981 - 2-week course on "Educating Library and Information Users" held in Jamaica. (2) 1981/82 academic year - 4 postgraduate 1-year scholarships to U.W.I.-D.L.S. to enable 2 Barbadians, 1 Trinidadian and 1 Jamaican to do the Dip. Lib. (3) 1981/82 academic year - 6 short-term fellowships awarded for various purposes e.g. one to a high school-cum-college librarian to enable her to observe "Learning Resources in the education process", in the U.S.A. (4) Summer 1982 - Two 2-week courses: (a) Management of human and fiscal resources, and (b) Audio/Visual Workshop to be held in Trinidad and Barbados respectively. These are continuing education courses organized by the U.W.I.-D.L.S. aimed at practising librarians from all over the West Indies. (5) Tentative approval has been granted for a 2-week course to be held in St. Lucia next year 1983, to be aimed at teacher-librarians and personnel in the children's departments of public libraries; 5 participants to be funded from other islands.

The foregoing brief descriptions give only a part of the picture of the role played by international funding organizations in library education in the West Indies.

However, to the careful observer two things soon become obvious: (1) there is very little aimed at school librarians or those wishing to become such, and (2) there is very little coordination between the various funding bodies, the nearest approach to an unofficial coordinating body being the Department of Library Studies which, in its role as the only professional library school in the region sometimes receives the funds allocated e.g. by OAS and UNESCO, and organizes the various activities with the aid of local librarians.

Two points are being made in this paper, the first is that part of the reason for the low level of development of school libraries in the English-speaking Caribbean is that, with the possible exception of Jamaica, there is a very real shortage of trained school librarians or teacher-librarians, and there are few training facilities for remedying the situation. However, there exists in most islands under discussion at least one institution which could assume a part of this training function at a very basic level: this could be the first tier of a training programme.

The second tier could be provided by the Department of Library Studies at the University of the West Indies. In addition to both of these, further training at a variety of levels could be provided by a coordinated programme of scholarships, sponsored visits and attachments, continuing education courses and technical assistance from various organizations including those described earlier in the paper; these would provide the third tier of training.

The second point therefore, is that a cooperative approach to the problem, as outlined in the following passages, is both possible and feasible.

Tier One: Basic Training

With the exception of Montserrat, each of the islands under discussion has at least one teacher's college, Jamaica has seven. In addition, Barbados has one Community College and both Antigua and St. Lucia have other colleges which with their teachers' colleges, make up larger educational complexes. These institutions could be used for basic training for teacher-librarians.

In the teachers' colleges, the training could be an option in the second year followed by supervised work for an internship period after graduation. This would be the best way to approach the task, as inclusion in the teacher-training programme would emphasize the educational role of the school librarian.

The sharing of the responsibility for the training could come about by asking the Department of Library Studies to (a) help design syllabuses for these optional courses, and (b) to provide external examiners. This would present no problem since this practice is a common one between the University of the West Indies and its supporting territories; e.g. the School of Education already provides just such advisory/supportive services to the various teachers' colleges.

The responsibility of the local government would be the provision of teaching facilities, staff, and resource materials. In case of urgent need international organizations e.g. UNESCO or CIDA may sometimes make an input by providing, for varying periods of time, expert staff unavailable locally, or by providing scholarships for further education of the teachers of these options.

Tier Two

At the regional level the Department of Library Studies of the University of the West Indies offers two programmes: (a) A Bachelor of Arts Degree in which the student combines the study of librarianship with that of one other subject, thus acquiring a basic first degree which includes professional training; courses in librarianship total seven out of fourteen in this programme. (b) A postgraduate Diploma in Librarianship for which the entry requirement is a first degree acceptable to the University of the West Indies. All six courses in this programme are librarianship courses.

The school therefore provides professional training for a core of librarians to man libraries in the area, and some of these librarians, with the addition of training in education, could be used as tutors for the programme described as Tier One.

Tier Three

Some of the funds poured into the region for either educational development or library development by the funding agencies described earlier, need to be channelled into the training of school librarians; preliminary investigation has shown that of all the courses offered with foreign aid in this region during the last ten years, only the UNESCO courses in the summer of 1972 and 1973 were specifically aimed at school librarians. One other body, the Organization for Cooperation in Overseas Development (a Canadian organization based in Manitoba), has offered in St. Kitts and in St. Lucia, a series of three two-week courses for school library personnel; however, detailed information has not been available so far about either the organization itself or the level and content of these courses.

This is the kind of situation which makes it seem that some sort of co-ordination is necessary. Maybe the regional library school would be the most appropriate body to monitor the help being offered by various organizations, to look at areas of pressing need e.g. lack of school library personnel, and to help design programmes which would best utilize all this incoming largesse for the benefit of the entire region.

Alternatively, regional professional associations such as the Association of Caribbean University, Research and Institutional Libraries (ACURIL) could be encouraged to set up a School Libraries Section which would handle this co-ordination of efforts; so far this organization has shown no interest in school library development, but it is hoped that this situation can be changed soon.

Conclusion

Sharing is a very sound way to approach many of the problems of librarianship - problems of scarce resources and scarce staff or, as in our case in the West Indies, problems of staff with inadequate training in countries which cannot individually afford the resources necessary to provide the full range of education and training necessary.

By sharing the responsibility, some basic training can be provided by institutions at the national level, some can

receive full professional education at the regional level, and all can have opportunities for continuing education, professional interaction, and overall personal development through various opportunities provided on a regular basis with the aid of funds from international sources coordinated by some reputable professional institution within the region.

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SCHOOL LIBRARY RESEARCH AND INFORMATION SHARING IN JAPAN

Mieko Nagakura

Dr. Pat Beilke, the chairperson of the IASL Research & Statistics Committee has indicated that I am participating in this conference on school library research and information sharing in three different ways: first, to share information about the trends and the configuration of school library research in Japan at this plenary session; second, to share the results of an international pilot study on school librarians' attitudes towards educational information networking in one of the group sessions; and third, to take advantage of standing up here by suggesting a "take-off" for an international, co-operative and comparative study of the school library as a future plan of IASL by forming a research group composed of each country's delegates. Now, let me start from the first, the introduction of school library research in Japan.

Who does school library research? University professors of library science, educational administrators and researchers, and teachers and librarians in schools - they all do school library research in Japan. A booklet, Educational research and training in Asia and the Pacific¹ which was published by my Institute reports that the over-all configuration of educational research is now implemented through five types of institutional structures. They are: i) University-based centres, departments, units and faculties, ii) National educational research centres, iii) Autonomous, private, educational research institutions, iv) Local educational research centres, units or schools, and v) Research divisions or units in government ministries. Even though this booklet does not refer to school library research at all, I like to follow the five suggested categories in my introduction of school library research in Japan.

¹National Institute for Educational Research, Educational research and training in Asia and the Pacific, (Tokyo, 1981).

The First Category

How many school library research studies were carried out by university professors during the past few years? They are numerous. Therefore, I simply show you the statistics of the institutions which offer a "teacher-librarians' certificate program".² The numbers of full-time faculty members at such institutions are given in parentheses in the table. These are the persons who implement school library research.

Higher Educational Institutions which offer The Teacher Librarians' Certificate Programs for 1981-1982

		Full-time faculty members
National & state universities	24	(17)
Private universities	65	(100)
Junior colleges (State & private)	66	(75)
Total	155	(192)

The Second Category

The National Institute for Educational Research (NIER) is the only national institute which is run by the government of Japan. The national regulation³ states that the attached library of education of the NIER shall carry out studies on school libraries and make the results of the studies available to the public. Presently, I am the one who does this work at the Institute.

²School Library Law (National Law, no. 185, enacted in 1953), Article 5, Item 3 states: "The short course for teacher-librarians as provided in the preceding paragraph shall be given by universities at the request of the Education Minister".

³Regulations for the Enforcement of the Ministry of Education Establishment Law (National law, no. 2, enacted in 1953), Article 39, Item 2.

The Third Category

The most active and productive components of school library research are teachers and librarians in each school. Most of the teachers and librarians who engage in school library research belong to either or both of the prominent professional organizations, the Japan School Library Association and the School Library Division of the Japan Library Association. You can find basic information on these two organizations in one of our IASL publications, Directory of national school library associations.⁴ More academic or more research minded teachers and librarians belong to learned societies, such as the Japan Society of Library Science which has existed since 1953 and the Japan Institution for Library Science which was established in 1944, a year before the World War II ended. All of these organizations offer workshops, conferences and study meetings which are usually held monthly. Their journals such as the Annals of Japan Society of Library Science (quarterly) and The Library World (bi-monthly) are devoted to the publication of research results which are accomplished by the organization members.

The Fourth Category

Local education authorities, e.g. the boards of education of prefectures, metro-areas, cities and towns, establish local education research centres. The purposes of these centres are twofold: to conduct practical research such as school-based studies, curriculum development and more effective use of teaching materials; and to offer in-service training for teachers. Shown below is the tabulation of such local centres, and the twenty-one of the prefectural and metropolitan centres now offering school library study programs.

⁴Joe Hallein, comp., Directory of national school library associations, 2nd ed., (IASL, 1981).

Local Education Research Centres

		School library programs
Prefectural & metropolitan centres	54	(21)
Municipal, township & village centres	115	(0)
Private educational research centres	24	(0)
Total	193	(21)

The Fifth Category

What, then does the national government's Ministry of Education do for school library research? The Research & Statistics Division of the Ministry prepares over-all education statistics, in which school libraries are included. The public library and university or academic library have their special sections in the structure of the ministry, but the school library does not. One part-time planning officer in the Elementary School Education Division of the Ministry is assigned to school library affairs on the national level. One good thing to know about the Ministry is that the Research Aid Division offers research funds to scientific research. Any university faculty members, professional teachers, researchers and librarians are eligible to apply for such funds annually. We call these funds "kaken-hi" which means Grants-in-Aid in Scientific Research. The amount for the fiscal year 1981-82 per theme in the education field varied from 750,000 yen (\$3,750 Canadian) to 10 million yen (\$50,000 Canadian).

Next, let's talk a little about the trends of school library research in Japan chronologically. Activities, administration and operation of school libraries have been strongly influenced by the trends of school education. Therefore, I will give the a summary, by decade, of the trends in school education along with the trends of school library research since 1945.

The Occupation Period (1945 - 1951)

During this period, we fell under the strong influence of U.S. education which could be summarized as a "learning

through problem solving" approach, and so an "experience-orientated curriculum" was introduced. This was the time when the concept of the new modern school library was introduced into Japanese education by American colleagues. The recommendations made in both the first and the second Reports of the United States Education Mission to Japan⁵ document this fact. Most of the school library research carried out in this period was concerned with library techniques, such as how to set up and operate a library in a school, how to start a library program, how to build up a library collection for a school, and how to classify and catalogue books and other kinds of materials.

The 1950's

This decade was "the period of consolidation". In 1952, Japan was restored as a fully-sovereign power, and we had to consolidate the new educational system as an independent democratic nation. Most of our national educational legislation came into existence in this period, and also most of our qualitative as well as quantitative standards of school libraries came into being. A School Library Law was enacted in 1953, and the Ministry of Education published the national standards for school libraries in 1959 as a chapter of the authoritative guidebook titled Guidelines for school library

⁵Report of the United States Education Mission to Japan, submitted to the Supreme Commander for the Allied Powers, Tokyo, 30 March 1946. In its conclusion, it states: "Throughout the new program, libraries and other agencies for self-education will play an important part. In fact, one of the best methods for surmounting an over emphasis on memorization of textbook or dictated materials is to provide access to books and articles representing different points of view". Report of the Second United States Education Mission to Japan, submitted to the Supreme Commander for the Allied Powers, Tokyo, 22 September 1950. One paragraph in its chapter "Teaching and the education of teachers" is devoted to "Instructional Materials Center".

management.⁶ As far as school libraries are concerned, we were too much ahead of the reality or we were too idealistic in this decade. The School library Law made the installation of a library room in each school compulsory, even when we could not afford, from the disaster of war, to seat our children comfortably in classrooms. The special subject headings for both elementary and secondary school libraries were devised by the Japan School Library Association and they were published in 1954, even though our library collections at this time were too small to assign subject headings, and very few schools were able to appoint staff trained for subject cataloguing.

The 1960's

We call this decade "the adjustment period". In the former periods, our education went through such radical changes that there was always something to be adjusted and implemented. In other words, "problem solving learning approach" was replaced by "systematic learning approach". Courses of study for both elementary and secondary schools were announced in 1958 as the government policies and they were implemented from 1961 for elementary and from 1962 for secondary schools. According to this revision of the courses of study, now the national standard curriculum, the textbooks of all school subjects were revised and more knowledge and facts were put into the new versions. We call this revision of the textbooks "the enrichment of teaching content". School hours per week increased accordingly, and so school libraries lost the opportunity to observe free active use of students and children during regular class hours. This was also the period when the multi-media concept of the school library was introduced, and quite a few conceptual or theoretical research studies of media instruction were produced. The Ministry of

⁶Mombusho or Ministry of Education, Gakko-toshokan un'ei no tebiki (Guidelines for school library management), (Tokyo, Jeiji Tosho Pub. Co., 1959), pp. 30-47. (In Japanese)

Education supported several pilot studies on multi-media oriented administration of the school library at both elementary and secondary schools. Also studies on the job analysis of teacher-librarians as well as school librarians - this latter term is comparable to the North American "school library clerk" in Japan - were in fashion in this period.

The 1970's

This decade is named "the information explosion period". Our national standard curriculum, e.g. the courses of study, again went through complete revision in 1968 and have been implemented since 1971. Teaching content expanded tremendously in order to prepare our children for the society of rapid economic growth and technological change. Textbooks became thicker and thicker every year. Children and students lost their liberty to explore at leisure books and materials other than textbooks. They were overfed with facts and data and the knowledge of new technology. Therefore, "information handling" studies were brought into the school curriculum and guidance in the use of the school library was emphasized, especially in elementary education. A first in the history of Japanese education, the new course of study for elementary schools referred to guidance on school library use in its text.⁷ In consequence, many studies were carried out on curriculum development for library skills teaching which we call "library use instruction".

This decade, the 1980's

We call it "the period of substantial and flexible education". We had put too much into our school textbooks during the past two decades, and so children and students alike could not cope with such tremendous amount of teaching contents. Poor kids! There were many dropouts at every school

⁷Ministry of Education, Revised course of study for elementary schools in Japan (Tokyo, Japanese National Commission for UNESCO, 1969), p. 209.

and in every classroom. Schoolphobia became the popular theme in mass communication. Children and students only got the liberty to express themselves in violent behavior at schools and at home. Teachers and parents often became the victims of their children's reactions. Fewer and fewer children read books. Some libraries had to close their doors in order to get rid of school gangsters. Therefore, the National Curriculum Council reviewed the courses of study critically and made radical changes once more in 1978. The latest version of the courses of study, which have been implemented since last year, suggest the reduction of subject teaching hours for the first time since 1958. The present courses of study give each school a great deal of freedom to utilize extra hours which were gained from the reduction of subject teaching. For what purposes are such extra hours used? In 1977, the Ministry of Education issued a circular notice in which it stated that the faculty of each school shall be creative in the use of such school hours. The circular suggested each school develop its own curriculum based on special local needs and foster the children's good health and appreciation of nature and folk culture as well as group activities. Now Japanese school librarians are working in competition with other educational professionals, such as physical education promoters, arts and music teachers and others. Can we once again bring back our children and students to the libraries, the wonder world of reading and free independent study? In such a competitive situation, what kinds of research should be carried out in the school library field? I close this paragraph with a big question mark.

Let us now move quickly to the second point, the sharing of the results of an international pilot study. The day before yesterday, I made my first presentation on the report of a pilot study. Everyone in the session was very kind and considerate, and gave me useful comments. All of these have just pointed to the defects and faults of the study of which I am more aware than anyone else. This international mail survey could not be first rate research, I agree. Then, why did this study go wrong? The idea or the purpose of the study was not bad, but the methods which were used were not appropriate.

I do not have enough time now to go into the defect of the methods used in detail. Here I simply indicate that any international study is beyond the capacity or ability of an individual. For my survey, I could not reach enough appropriate respondents. One reason is the cost, and another is the lack of proper information about the respondents.

My third point is a proposal of international co-operation for research. I propose to all of you, from my unfortunate experiences with a pilot study, to organize a committee or research working group composed of specialists in particular fields of school librarianship from each country as national delegates. Let this proposal be one of the future projects of IASL! The sharing of literature and information, and the sharing of gala occasions such as the last night's banquet are wonderful. However, the sharing of research effort is also useful for the advancement of our profession. Shall we make a start at this conference for such a kind of sharing, a co-operative international study program?

PART FIVE: Resource Sharing and Networking

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2. School library networks in Australia,
by Joan Brewer
3. Resource sharing among school libraries in
Nigeria, by David Elaturoti
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stakes in sharing through library networking,
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SCHOOL LIBRARIES AND MULTITYPE LIBRARY NETWORKS

Donald C. Adcock

In January 1977, the National Commission on Libraries and Information Science with the recommendations and assistance of the American Association of School Librarians, appointed a Task Force on the Role of the School Library Media Program in the National Network. In its final report, the Task Force makes a distinction between interlibrary cooperation and networking. The Task Force defined interlibrary cooperation as "informal agreements between or among libraries to participate jointly in a specific process or service for mutual benefit". The Task Force defined a network as

two or more libraries and/or other organizations engaged in a common pattern of information exchange, through communications, for some functional purpose. A network usually consists of a formal arrangement whereby materials, information and services provided by a variety of types of libraries and/or other organizations are made available to all potential users. Libraries may be in different jurisdictions but agree to serve one another on the same basis as each serves its own constituents.

It is this broader definition of networking that will be implied when networks are mentioned throughout this paper.

In attempting to examine the topic of school libraries and multitype library networks, I have chosen to concentrate on a single network, the Illinois Library and Information Network (ILLINET), for three reasons. First, it is the library network with which I am most familiar. Second, I believe that its development demonstrates some of the problems school libraries can encounter in becoming full participating members of a multitype library network, and hopefully those who are just beginning to develop multitype library networks can avoid some of these problems by dealing with them in the planning stage of development. Third, ILLINET does provide some positive examples of cooperative programs between school libraries and other types of libraries.

An examination of the history of the development of ILLINET is necessary for an understanding of the problems school libraries have encountered in becoming full participating members, as well as the progress that has been made in some areas of the State of Illinois.

In 1960 discussion of library development problems of all types of libraries in Illinois was begun by leaders of the library community in the state. Interestingly, these initial discussions proposed that the library system (network) would begin around school libraries. However, it was decided that a greater number of Illinois citizens would benefit directly if the first priority was given to the improvement of public library services. There was an agreement that additional efforts would be taken at a later time to assist with the library development needs of school, academic, and special libraries. These early discussions lead to studies of the status of libraries throughout the state and eventually to the enactment of the Illinois Library System Act in 1965. The act provided for the creation of public library systems and stipulated that the State Librarian and his staff should administer the provisions of the law and prescribe such rules and regulations as were necessary to carry out the provisions of the law. It should be pointed out that in the State of Illinois, elementary and secondary schools are administered by the Illinois State Board of Education, two-year or community colleges are administered by the Junior College Board, public colleges and universities are administered by the Board of Higher Education, and public libraries are administered by the State Library which is a part of the Illinois Secretary of State's office. This multiplicity of governmental administrative agencies plus the fact that each school, college, university, and public library has a governing board at the local level, and that with the exception of public libraries the administrators of library programs do not hold policy making positions in the institution in which they work, has complicated the development of a multitype library network in Illinois. Two provisions of the Illinois Library System Act were that one of the objectives of the law was to provide library materials for student needs at every educational level and that

the advisory committee of the Illinois State Library, which is composed of librarians representing all types of libraries and citizen representatives, was to advise and make recommendations particularly with reference to the formation of library systems.

In 1972 the State Library Law was amended to charge the State Library to promote and develop a cooperative library network operating regionally or statewide for providing effective coordination of the library resources of public, academic, school, and special libraries. The following year the library systems included academic and special libraries as affiliate members which gave them access to ILLINET and interlibrary loan services. In 1975 the Illinois State Library initiated a new project for interlibrary cooperation by providing funds for additional staff within each system to be responsible for coordinating and supporting interlibrary cooperation programs of the systems with public and non-public libraries. These new staff members were called interlibrary cooperation consultants. It was also in 1975 that schools were allowed to become affiliate members of the systems. Although other types of libraries could become affiliate members and have access to ILLINET, the systems were still public library systems governed by public library trustees. In addition each system, and there are eighteen in Illinois, could set the criteria for membership and determine what types of libraries would be offered affiliate membership. Affiliate membership gave non-public libraries interlibrary loan privileges and the opportunity to participate in workshops sponsored by the systems, but not any direct voice in the governance of the system. Some library systems have representatives of nonpublic libraries sit on their governing boards without vote. Others have appointed advisory groups made up of nonpublic librarians.

In 1979 the Illinois Library Association's Legislative/Library Development Committee addressed the issue of affiliate membership by forming a sub-committee to study a revision of the Illinois System Act to fund and govern a Cooperative Multitype Library Organization/Systems (COMLOS). The report of this committee recommending such a change, that is, that systems could become multitype with provision for all

types of libraries to be represented in the governance of the system, to the Illinois System Act, was presented to and accepted by the membership of the Illinois Library Association in 1981 despite some opposition by public librarians and system directors. Legislation will be introduced this year to amend the Illinois Library System Act to convert it from a public library network with other types of libraries being affiliate members to a true multitype library network. However, the proposed legislation is permissive. Even though it provides incentives for public library systems to become multitype library systems, it does not mandate that they do.

A recent study conducted in Illinois gives some insights into the resistance to a multitype library network. In 1981 Brooke E. Sheldon and Kay M. Stansberry of Texas Woman's University were commissioned to evaluate the Illinois Inter-library Cooperation Consultant Program. The report of their findings has implications for all school librarians interested in making school libraries full partners in multitype library networks. These investigators found that even though Illinois has sought to encourage school libraries to affiliate with the systems since 1975, only 17% of the school libraries have become members. This compares to 94% of the eligible academic libraries and 64% of the eligible special libraries. This may be due in part to the attitude expressed by some public library trustees and system staff that schools should be "separate but equal", or in other words, schools can develop their own resources. It also may be due to the attitudes of school librarians who do not feel free to share materials fearing that if something is loaned it will not be available when needed by a teacher or student. Some findings of the study which have implications for school library involvement in multitype library networks are: 1) Public and academic libraries were seen by respondents, including school librarians, as almost equally essential to the success of multitype cooperation. Special libraries were ranked third, and school libraries were ranked fourth, except by system directors and school librarians, in importance as partners in multitype cooperative efforts. 2) Tradition and history were considered the chief barriers to implementing multitype cooperation.

Legal & administrative barriers were seen by respondents as least significant obstacles to cooperation. 3) School libraries were not viewed as on the "cutting edge" in library cooperation, and are also viewed as threatening in terms of potential drain on system resources.

The National Commission Task Force on the Role of the School Library Media Program in Networking identified five obstacles to successful multitype networks. The five are psychological factors (including attitudes), political and legal factors, funding factors, communication factors, and planning factors. We have encountered all five in Illinois but are working with some success to overcome them.

Some interesting cooperative projects involving school libraries sponsored by the library systems have brought about greater understanding and cooperation among different types of libraries.

Approximately three years ago three systems sponsored an institute to improve reference service skills including the knowledge of reference sources. The sessions of the institute were directed by people from outside and within the state. All types of librarians were invited to attend, and the institute was held during the summer so that a greater number of school librarians would be able to attend. The institute was very successful in meeting its primary goal but also in promoting greater understanding and cooperation among librarians in that area of the state.

The following year an institute on providing library service to young adults was held on a statewide basis. The participants consisted of teams of two librarians from the same city or town. One member was a school librarian and the other was the member of the public library staff responsible for services to young adults. Before being accepted as participants each had to agree that during the course of the institute they would plan a joint program which they would implement upon returning home. A survey conducted a year later indicated that a majority of the participants had successfully implemented the planned program.

During the past summer the Illinois State Board of Education, the Illinois State Library, and the Rolling

Prairie Library System joined together to sponsor the Effective Use of Resources Project. A three-day training workshop was held for committees from four communities. Each committee consisted of a school administrator, a school librarian, a classroom teacher, a public librarian, and a public library trustee. During the workshop the participants learned problem solving techniques and group planning techniques that they used to develop cooperative projects between school and public libraries. Two aspects of this project are unique. First, it involved non-library personnel from the schools and library trustees from the public library. Second, and more important on a statewide basis, it was the first project jointly sponsored by the Illinois State Board of Education and the Illinois State Library.

The Illinois Valley System has begun a cooperative collection development project using clusters of different types of libraries and OCLC terminals. Although the project is only in its beginning stages, it is hoped that the project will provide a model that can be used throughout the state.

Based on the Illinois experience there are some recommendations that can be made to those who will be planning or participating in a multitype library system. 1) School librarians must become more assertive in their efforts to ensure that school libraries are included as full participating members of networks. 2) School librarians must make greater efforts to become acquainted with other types of librarians and inform them of the resources that school libraries can contribute to a network. 3) School libraries should be involved from the beginning in the planning and operation of the network. It is more difficult to alter accepted patterns of cooperation than to involve all potential users from the beginning.

In conclusion it must be said that despite the difficulties encountered in developing multitype library networks, school librarians have no choice but to become involved in their development. If we are going to provide the best library service to the students and teachers we serve, school libraries must be participants in multitype library networks.

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SCHOOL LIBRARY NETWORKS IN AUSTRALIA

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Introduction

Library networks are playing an increasingly important role in the provision of an improved library and information service to all library users in all the developed countries, and the situation in Australia is probably similar to that in the North American continent. However, in Australia until more recent years, school libraries were often not included in cooperative schemes between other major types of libraries. But before we discuss library developments in Australia, it is important to have some understanding of the geography of the Australian continent and of its peculiar population distribution, as well as of its political arrangements, because these factors have an important bearing on the development of library networks.

Despite the popular image of the Australian as a tough, bronzed country-man living in the outback, or "the bush" as it is often called, the great majority of Australians are urban dwellers. More specifically they are residents of sophisticated modern cities with all the advantages and the problems of cities throughout the western world. The greatest part of the Australian population lives along the south-eastern seaboard, in the big cities from Brisbane, south to Sydney and Melbourne, and around the southern coast to Adelaide. There are no big cities between Adelaide, where I live, and Perth, 2,721 kilometres to the west, or between Adelaide and Darwin, 3,169 kilometres to the north. Alice Springs has a population of only 16,274 and is roughly half way between Adelaide and Darwin.

This understanding of the limited size of inland towns especially in South Australia and Western Australia, is important because the small populations involved mean that library facilities of any kind are likely to be small too. This factor inhibited public library development in my own home state of South Australia because the rate revenue available to provide local amenities often made it difficult to find the

finances necessary to provide a public library service without considerable assistance from the state government based in the capital city.

Australian politics, like Australian geography, are relevant too. The Commonwealth of Australia, a federation of states, was inaugurated in 1901. The six states, each of them a self-governing British colony, handed over certain of their powers to the central, federal government. But the states retained responsibility for education and still retain control of schools, and share with local governing bodies the responsibility for public libraries. Over the years more power has been granted to the central or federal government, largely because of that government's assumption of the income tax power during the second World War of 1939-1945. The Australian Government not only hands over a certain sum of money to each state but has also, to some extent, interfered with the states' abilities to decide priorities by giving extra grants for specific programs. The most important of these, as far as school libraries were concerned, was the Commonwealth Secondary Schools Libraries Program, announced in the August 1968 Budget speech, and inaugurated from the beginning of 1969. This provided \$27 million dollars for secondary school library buildings, equipment and materials over a three year period, followed by another \$30 million from 1972 to 1974. A change of federal government in December 1972 resulted in the establishment by the central government of a Schools Commission, which recommended the extension of federal financial assistance to primary school libraries from January 1974, as well as the provision of funds for the education of more teacher-librarians. To begin the primary school program \$20 million was allocated in each of the years 1974 and 1975. Because of financial cutbacks and a change of government the role of the Schools Commission has decreased recently, but its impact on Australian schools has been very significant. The monetary grants have been made to both government and nongovernment schools and have caused more expenditure on school libraries by both state governments and independent school authorities. Consequently there has been unprecedented improvement in school library provision throughout the country. However,

federal funds have not been made available for public library development, in spite of the recommendations of a committee set up by the former government,¹ so that local government bodies are still responsible for the provision of free public libraries, augmented by financial assistance given by the state governments, the pattern varying from one state to another.

It is appropriate to use my own home state of South Australia to illustrate some of the problems I have enumerated. We can compare Australia with Canada and South Australia with Alberta. In South Australia, which covers an area of 984,377 square kilometres, the latest population figures are 1,293,800. Of this total 933,300 live in the metropolitan area of the capital city of Adelaide. The only town of any size is Whyalla, with a population of approximately 33,000, an industrial city, one of three industrial towns forming what is often referred to as 'the Iron Triangle'. The other towns you see marked on the map, such as Mt. Gambier in the south east with about 19,000 and Port Lincoln in the west with just over 10,000 are comparatively small although such towns serve as a centre for a large rural area.

The neighbouring state of Victoria, however, is the most densely populated of the Australian states, and it is also the smallest in area of the mainland states. Apart from Melbourne, Australia's second largest city, there are cities like Ballarat and Geelong and many centres larger than Whyalla. It is probably significant that Victoria and Tasmania, both small geographically, have been able to provide a more comprehensive public library service than the other states, although Western Australia established a strong, centralized service, based in the State Library in Perth, to provide public libraries in isolated communities throughout the vast areas of the largest Australian state.

¹Public libraries in Australia; report of the Committee of Enquiry into Public Libraries, Chairman: A. Horton (Canberra, Australian Government Publishing Service, 1976).

Unfortunately South Australia and Queensland enjoyed the unenviable reputations of having the worst record of public library provision in Australia, but since the acceptance of a report published in 1978,² the South Australian Government, through its Library Board, has initiated an intensive campaign, backed by financial provision, to develop a network of public libraries throughout the state. So far it has succeeded beyond all expectations in persuading local government authorities to establish public libraries, the cost being subsidized through the Library Board of South Australia on a dollar for dollar basis.

In many cases the public library service has been provided through the school, in school/community libraries, which have become a significant and very successful element in the state's library network, but I shall enumerate on this point later. The point to remember is that rapid improvement of school libraries has resulted in a strong centralised service, in Adelaide, called the School Libraries Branch, providing the kinds of services given by school district centres in the U.S.A.; libraries in all schools with five classrooms or more and qualified teacher-librarians in most schools; advisory teacher-librarians based in regional education offices to help librarians in the schools in that region; accredited courses of education and training for teacher-librarians available in tertiary institutions called Colleges of Advanced Education; and various professional organizations, conferences, and publications concerned with school librarianship. The rapid improvement in school libraries which began in South Australia in 1964 and was accelerated by the federal funding program is now being matched by developments in public library provision, again as the result of extra funding since 1978, but in this case the money came from the state government.

²Library development in South Australia; report of the Library Services Planning Committee, Chairman: J. Crawford (Adelaide, Premier's Department, 1978).

Definition

What do we mean when we talk about networks? I think it will probably make things easier if I give a definition, and I have chosen the statement in the official publication on school libraries issued by the Schools Commission in Canberra, the nation's capital.

In regard to library resources, a network usually consists of two or more libraries and/or other organizations cooperatively engaged in a common area of exchange for some specified functional purpose. A network is generally based on a formal arrangement whereby materials, information and services provided by a variety of types of library and other organizations are made available to all participants in the scheme. Networks can be simple or complex with a number of sub-systems. In regard to exchange of bibliographical information a computer system is in the more highly developed cases a utility of the network.³

In my discussion I shall discuss a variety of networks, from sophisticated computerized systems operated at a national level, to computerized systems established for a specific purpose such as centralized cataloguing at state level, to cooperative schemes between libraries of varying types in a particular region, and less sophisticated arrangements among school libraries for a limited range of services. I shall also make particular mention of school/community libraries which are becoming increasingly important in my own state and are regarded as successful, in contrast to the opinion expressed in some other states of Australia as well as in other countries, including Canada.

³Schools Commission, Books and beyond: guidelines for library resource facilities and services, 2nd ed. (Canberra, Schools Commission, 1979).

National Networks

The National Library, in Canberra, provides many bibliographic services, including significant publications such as the Australian Public Affairs Information Service (APAIS), a subject index of serial articles of Australian interest, and Australian Scientific and Technological Reports (AUSTRE) as well as the important Australian National Bibliography (ANB) which is published on a fortnightly basis. The annual cumulation in 1980 was also made available on computer output microfiche as an alternative to the printed volume.

A significant development has been the institution of the Australian Bibliographic Network (ABN), a scheme designed to provide cataloguing information via a computer to libraries throughout the country. The scheme is based on the well-known Washington Library Network (WLN) to which the National Library of Australia has access. There was a pilot project carried out in 1981 and, as a result of its success, ABN has received support from all State Governments as well as from the Library Association of Australia. The pilot project, for example, showed that in the Cataloguing Division of the State Library of South Australia, over seventy percent of the items to be catalogued were already available through the ABN network. When it is realized that the Cataloguing Section of the State Library of South Australia is also responsible for cataloguing materials for all the public libraries throughout the state, the implications of the ABN network can be appreciated. It should be noted, too, that many public library services are provided in school/community libraries.

The National Library in Canberra has also provided over many years a catalogue card service and the Australian MARC Record Service, available on a subscription basis, and some schools avail themselves of these services. For over twenty years the National Library has maintained two major union catalogues based on entries sent in by libraries throughout Australia. These are the National Union Catalogue of Monographs (NUCOM) and Serials in Australian Libraries, Social Sciences and Humanities (SALSSAH).

Apart from cooperation in cataloguing the National Library also provides information services and access to data

bases from overseas. For example, the MEDLINE system forms the basis for the Australian Life Sciences Network, which is based in Canberra with access provided at several centres in each Australian state. In its latest report the National Library announced that it had begun using the European Space Agency's Information Retrieval Service on a trial basis. Another example is AUSINET, based in the National Library and, as its name implies, designed to provide a national reference service. This has now been taken over by a private computer firm, enabling some staff savings to be made within the Library.

Another national network of significance is the Australian Advisory Council on Bibliographic Services, AACOBS. It was a voluntary organization established in 1956 and at first confined its membership to State Librarians and University librarians. More recently it has included two representatives from school libraries, as well as from public and special libraries and from libraries in tertiary institutions other than universities. The original composition of AACOBS reflected the acceptance by librarians in major libraries that school libraries did not require access to networks and that school libraries had nothing to offer a network. AACOBS has a regional committee in each state. The aim of AACOBS was to coordinate library services throughout the country and to encourage cooperation in acquisition of materials. Australia's deficiencies in library resources had been highlighted by a report of an American consultant in 1961,⁴ and AACOBS was an attempt to plan the development of library resources for the benefit of the nation as a whole. At present it is being reconstituted and has established new criteria for membership, including substantial subscriptions, because the National Library can no longer afford to provide the administrative support which it has given over the years. AACOBS is not a

⁴Maurice Tauber, Resources of Australian libraries; summary report of a survey conducted in 1961 for the Australian Advisory Council on Bibliographic Services (Canberra, AACOBS, 1963).

government agency and relies on the goodwill of its members whose actions are often circumscribed by decisions of the Federal and State Governments, as well as by those of governing bodies such as University Councils.

State Networks

Similarly, State Libraries may be the pivot of a network within their own territory. For example, the Public Libraries Division in South Australia, as distinct from the State Library, provides a selection, acquisition, cataloguing and processing service to all public libraries throughout the state. As was mentioned earlier, the cataloguing is done in the State Library, which was responsible for public library development until 1980, when a separate administrative division was created. The individual public librarians can select particular items or designate required subject areas but they may leave the selection entirely to the officers at the Public Libraries Division if they so wish. This is understandable if you are a librarian in a remote area, such as the opal mining town of Coober Pedy where the librarian has little if any access to reviewing journals, or to bookshops, and must rely heavily on her professional colleagues in the state capital. New materials, answers to reference queries, and materials on loan from any public library in the state network are forwarded weekly to each public library. A library user in Coober Pedy can borrow a book that is held in Mt. Gambier through this network coordinated by Public Libraries Division. Recently a computerized loan system was installed in the State

Library, which also provides some lending facilities, and this system is linked to the Public Libraries Division about three miles away as well as to three of the largest public library services in the outer metropolitan area of Adelaide. Thus it is easier to locate an item for a borrower through the computer terminal than through the union catalogue housed in the Public Libraries Division. It is intended that other public libraries will be incorporated into the network, so that the state's public libraries will all be linked by a computer, and this will include school/community libraries, of which there are now twenty with another twenty already planned, and a likelihood of even more being established.

Another state network is that established in Tasmania where, as the result of an investigation a few years ago, it was decided to amalgamate school and public library services with the State Library in Hobart as the central pivot of the system. Tasmania had developed a good public library system, based on regions. It is also small geographically, particularly in comparison to the other Australian states, as well as small in population, so that a unified system was easier to implement. A description of the developments in Tasmania was given in a recent periodical article.⁵

There are also regional networks in various places. A well established cooperative scheme is CAVAL, Cooperative Action Victorian Academic Libraries, which operates in Melbourne, capital city of Victoria, and CLANN, College Libraries Activity Network of New South Wales, based in Sydney, capital city of New South Wales. Both these networks involve libraries in tertiary, academic institutions and offer centralized, computerized services to members.

Examples of School Library Networks

In the six states there are examples of cooperation implemented at central level by a school library support service which has a slightly different title in each state. The Library and Resource Services Branch of the Department of Education in Queensland, for example, has emphasized the importance of resources management. Over and above the centralized services which it provides to government school libraries in Queensland, it has encouraged the sharing of resources, both material and human, between schools in a region. An extract from one of their publications gives some of the aims:

to rationalize the total resources of each school and to encourage the rationalization of resources between groups of schools in closely related areas.

⁵J. Timbs, "Computer applications to school libraries in Tasmania", SMMART Journal, 1980/4, p. 3-5.

to encourage cooperative systems to support the rationalization of school resources by the introduction of resource use planning devices to identify specific times in each school when resources would be required.

to promote an awareness of educational and economic accountability in resource provision.⁶

As the state is so large the networks have been arranged on a local or regional level, but there is coordination from the central office in Brisbane. A periodical entitled "Network" is published three or four times a year, giving accounts of developments in all regions through news items and by means of the publication of the minutes of the various management committees. A report on the scheme published last year listed a variety of activities with some specific examples cited for each activity.⁷ Among the achievements mentioned were inter-library loans; exchange of lists of resources; development of systems such as bulk purchase of consumables or individual purchases to complement neighbouring school collections which are available for joint use; group problem solving in such issues as copyright, techniques of evaluation, integration of research skills into subject content; awareness of resources outside the school such as community resources; cooperative in-service activities and professional development; new technology such as the use of microprocessors to perform retrieval and ordering tasks. The success of this Queensland program seems to be in large measure due to the formal structure set up by the Education

⁶Queensland, Department of Education, Library and Resource Services Branch, Resource management for secondary schools, 3rd ed. (Brisbane, Department of Education, 1981), p. 2.

⁷S. Fraser and M. Dodgson, School cooperative networks in Queensland secondary schools; a factual report of the growth and achievements of the network system since 1976 (Brisbane, Department of Education, 1981).

Department, as well as to the enthusiasm of the teacher-librarians in the schools and of the advisory teacher-librarians both at the central office and in the regions. This enthusiasm was very evident when I spoke to one of the writers of the report, Margaret Dodgson, when she visited South Australia in May this year. I am indebted to her for detailed information on the topic which she described in an article in a recent issue of the "Journal of the School Library Association of Queensland".⁸ I have given a superficial overview but I have some publications with me if any conference member would like to study the scheme in more detail. I think it is a good example of what can be done at grass roots level to rationalize the provision of resources in schools.

Another example of a state-wide system is that with which I am more familiar, the South Australian Education Resources Information System. This is a centralized cataloguing system which has been transferred to a computer. Each government school in the state receives a copy of the catalogue on microfiche, with regular up-dating lists, and each school was issued with a microfiche reader. Recommendations for a computerized system were made by the Supervisor of the School Libraries Branch as far back as 1967, but the scheme was not completely operational until 1980. Stage one, the creation of a master catalogue file using the National Libray's MARC Record Service where applicable and the production of catalogue cards which schools may order, is in operation. Each alphabetical main entry on the microfiche sheet sent to schools has a unique record number. Librarians order catalogue cards from the School Libraries Branch by reference to that record number or they can copy-catalogue from the microfiche entry. As the officer responsible said, there are

⁸S. Fraser and M. Dodgson, "School cooperative networks in secondary schools Queensland", Journal of the School Association of Queensland, vol. 13, no. 3, December, 1981, pp. 4-10.

further developments envisaged. "The long-term goal of SAERIS - to provide an online cataloguing and retrieval system - has no time schedule".⁹

This South Australian cataloguing network attracted national interest, so much so that the Schools Commission, in Canberra, funded a pilot project which was completed in 1980, to investigate the possibility of using SAERIS as the base for a national cataloguing network for all Australian schools. This scheme, ASCIS, the Australian School Catalogue Information Service, involved the sending by the South Australian School Libraries Branch of the fiche catalogues to the central school library branch in each state and territory. All non-government schools in South Australia and fifty government and non-government schools in Queensland also participated. Government and non-government schools in Tasmania took part through the State Library of Tasmania, where school and public libraries have been integrated into one system as mentioned earlier. Since the completion of the pilot project, and in a time of financial constraints, the future of a national scheme is still in doubt. Discussions are taking place between the responsible authorities in each state, but decisions are made more difficult now, not only because there is less money available from the Schools Commission at national level but also because of rivalry between the Education departments of the various states. Politics and economics are as important in school library provision as they are in the development of public libraries.

However, Tasmania has continued to use the SAERIS data base and has developed its own network, TASCIS, Tasmanian School Catalogue Information System. Many secondary schools now have access to the data base via a computer terminal, so it is a more sophisticated system than SAERIS. The integration of centralized support services for school and public

⁹J.G. Dwyer, "SAERIS and ASCIS: a non-technical overview", Australian Library Journal, vol. 27, no. 17, October, 1978, pp. 283-285.

libraries in Tasmania, based on a well established regional network of public libraries in a comparatively small region has resulted in a good service to schools.

Regional Networks

There are numerous examples of cooperative arrangements at varying levels of sophistication in all the Australian states. A description of some of these schemes has been given in a report by Cook, sponsored by the Schools Commission.¹⁰ The examples are taken from all states, including some from my home state of South Australia. One of these has aroused a great deal of interest. It is called SERV, South East Resource Van, and it is an attempt to share the resources and to coordinate the acquisitions of seven primary school libraries in the south-east country region of the state. Mt. Gambier is the biggest town in that region with a population just below 20,000 people. The Schools Commission provided a special grant to assist the small Catholic schools in the area, under an Innovations Programme. There are also two government schools involved. A mobile van contains an audiovisual collection which belongs to the group. Each school contributes an annual sum. There is a union catalogue, each school having a copy on microfiche. The teacher-librarian who runs the van advises teachers on the use of resources and works closely with teachers in curriculum. The success of the project is largely due to his competence, his enthusiasm, and his acceptance by teachers, but it has been safeguarded by a management committee and a commitment to the project from each participating school. I have a copy of the Constitution. There is a Regional Education Office of the South Australian Education Department in Mt. Gambier, with a library and resources of specialized personnel, and there are public libraries in Millicent and Mt. Gambier. The project officer has access to these resources too.

¹⁰J.R. Cook, School library cooperation in action (Canberra, Schools Commission, 1980).

A smaller scheme is that called AMBUSH, an acronym made up of the first letter of the name of each of seven small primary schools in the Adelaide hills, about twenty kilometres from the city centre. Each school serves an isolated, small township. No one school could afford all the resources needed in a broad curriculum. A combined bibliography of resources available in all the schools has enabled the arrangement of bulk loans on a particular topic, with up to thirty items being provided by three schools to a fourth. Hardware is also shared and specialized equipment has been made available. The organization is mainly carried out by the Aldgate School's teacher-librarian and teacher-aide, with an extra part-time teacher-librarian provided by the South Australian Education Department to meet the needs of the network. The scheme involves both sharing and cooperative acquisition.

Resource sharing has been much to the fore in New South Wales too. Developments have mainly taken place on a regional level. The report of a seminar, sponsored by the School Libraries Section of the Library Association of Australia in 1980, highlighted the need for librarians' groups to keep educational administrators informed of "the goals and activities of resource coordination and librarians' groups".¹¹ An account was given in one address of what was happening in government schools in New South Wales, both in sharing between schools and between school libraries and other types of libraries. In one region, the North Sydney Region, a Support Services Task Force set out to identify the resources support and service needs of school libraries in the area. There were already many cooperative schemes in

¹¹M. Broadbent, (ed.), Sharing today's resources - meeting tomorrow's needs; papers, workshop reports and associated material presented at the seminar Resources Coordination and Librarians' Groups: an Information Exchange Day held at Summer Hill Public School on 26th July, 1980 (Sydney, Library Association of Australia, School Libraries Section, 1980), p. 2.

operation but the Task Force generated enthusiasm for more developments. "Groups are very active in seeking more effective ways of assisting resource sharing, for example through developing computer-generated KWOC union listings of resources".¹² A large number of groups was reported in each region, auguring well for the future of library networks in New South Wales. "The day's proceedings renewed enthusiasm and proved the value of providing a means for the exchange of information between librarians' groups involved in resource sharing activities".¹³ Unlike Queensland, where the networks are encouraged and implemented from the central office to the regions, developments in New South Wales seem to depend more on the activities of individual librarians and educators in a region. In some cases libraries other than school libraries are involved. The teacher-librarian in charge of the SERV project in South Australia visited some of the New South Wales networks last year and I have a copy of his report with details of each group.

School/Community Libraries

I am making special mention of school/community libraries because these have developed in various parts of Australia, particularly in South Australia. As I indicated earlier, South Australia's population is clustered around the capital, Adelaide. Whyalla is the largest town, with just over 30,000 people. There was a lack of public library development in isolated small towns. At school level there was the creation of Area Schools, catering to years 1 to 11 or 12, built in a central place with buses transporting children from outlying areas where there had been small rural schools. These Area Schools have become natural centres for the community. In 1973 the State Government set up a committee to investigate community use of school libraries. The committee's

¹²M. Broadbent, op. cit., p. 26.

¹³Ibid., p. 110.

recommendations, which were accepted by the Government, advocated school/community libraries where the population did not exceed 3,000 people and where both the local government authority and the school wanted such a library. The Education Department provides the school library building, the teacher-librarian, and a library aide. The local authority, subsidized on a dollar for dollar basis by the State Government through the Libraries Board of South Australia, provides the public library bookstock and money to pay the salary of an extra library aide or assistant. A management committee decides on policy, such as hours of opening and access to materials.

These libraries have proved to be very successful. In spite of all the arguments used against community use of school libraries, such as position of the school and attitudes of adults to school buildings, in South Australia they are working well. Loan figures and the percentage of the community registered as borrowers compare more than favourably with normal public library statistics in other towns and in the metropolitan area. The first two opened in isolated areas in 1977. Now there are twenty, with twenty more approved, and other communities likely to apply. These libraries are part of the public library network with access to all resources held in public libraries in the state, as well as being part of the Education Department's library system. There is close liaison between the Public Libraries Division and the Education Department. In each case there is an officer specially designated to be responsible for school/community libraries and these two people are members of the relevant committees. The growth of school/community libraries has been more extensive than was anticipated. In the light of experience a committee has just completed an investigation of their operations and has recommended minor modifications to the conditions required for the establishment of such a library. The biggest change is that, if a new or extended library building is required, the cost should be shared equally by the Education Department, the Local Government authority, and the Libraries Board of South Australia. Previously the Education Department met that expense. School/community librarians, all of whom were already teacher-librarians, have been given special

in-service training by staff in the Public Libraries Division, and also come to Adelaide to attend the regular meetings of all public librarians throughout the state. The likelihood that students taking school librarianship as a major study may be appointed to a school/community library has caused those of us who lecture in librarianship to modify our course content to take cognizance of this development. I shall be happy to answer questions on this topic if anyone is interested, as I am also a member of the Libraries Board of South Australia.

Conclusion

For networks to be successful certain factors are important. Each participating library must already be providing an adequate service. Membership of a network should not be seen as a substitute for a good, basic library service but rather as a means of improving the range of materials and services available. The importance of personal communication and the problems that can arise when networks become too large must be carefully considered. Sometimes it may be better to retain groups of small networks, with coordination between the groups, as in the Queensland system.

There certainly needs to be a clearly defined management structure which sets out precisely what the commitment of each member is. This will usually involve some cost, either in money or in staff time. Indeed the setting up of a network may be quite expensive to begin with and the question of ongoing costs must be carefully considered. Many cooperative schemes depend too heavily on personal arrangements between two librarians and disintegrate when there is a change of personnel. I can think of a periodicals sharing network in an Adelaide suburb, involving school and public libraries, which seems on the verge of collapse because of this. The small group in the Adelaide Hills, AMBUSH, was given strong support by the Principal of the initiating school, but the need for extra staffing was eventually recognized by the Education Department which provided an extra part-time teacher-librarian.

There may be questions of responsibility as in our school/community libraries where a legal agreement is signed by the various official bodies involved. Sometimes politics

between agencies can be an inhibiting factor, as has been apparent in our country in attempts to use SAERIS as the basis for a national cataloguing scheme for schools.

But above all there is need for careful planning, setting out clearly what the network hopes to achieve and how this is to be done. Usually it is advisable to decide on short-term as well as long-term goals. Provision must also be made to evaluate the success of the project. This evaluation may decide on a redefinition of objectives or even to discontinue the scheme. It is important to avoid unnecessary duplication. School libraries can often join existing wider networks rather than set up separate systems exclusively for school libraries. We need to use effectively the library and information networks already available and to make certain that we are complementing rather than duplicating existing networks. The problems have been clearly defined in the U.S.A. report on this topic.¹⁴ School libraries have collections that can be useful to other members of the community. They can contribute to wider networks as well as benefiting from the networks. The Schools Commission document which I quoted earlier sets out the points to be considered in assessing the feasibility of establishing a network, and in conclusion I shall list them: 1) degree of any present cooperation, and pattern of cooperation required for the project; 2) commitment of the individual members, who are likely to participate in the project and the input each will make; 3) degree to which a cost saving would be effected and resources used in a more efficient way; 4) ability of the group to (a) cope with any relevant back-up and (b) maintain project after initial grant; 5) degree to which the project is aimed to meet the educational needs of the students; 6) choice of materials in relation to the expressed educational aim; 7) choice of

¹⁴Task Force on the Role of the School Library Media Program in the National Program, The role of the school library media program in networking (Washington, National Commission on Libraries and Information Science, 1978).

materials in relation to cost considerations, and the ability to provide adequate maintenance; 8) choice of materials in relation to their mobility; 9) the degree to which materials would be used primarily for the benefit of the schools; 10) relevant resources already available for sharing; 11) legal implications of implementing the project; 12) industrial implications of implementing the project; 13) management procedures, e.g. who will have final responsibility for the operation of the project and who will decide which, among alternative possible services, the network should provide?¹⁵

¹⁵Schools Commission, Books and beyond, op. cit., p. 51.

RESOURCE-SHARING AMONG SCHOOL LIBRARIES IN NIGERIA

D.F. Elaturoti

Introduction

It gives me pleasure to present at this annual conference a paper on "resource-sharing among school libraries in Nigeria". Nigeria as you all know, typifies a developing country of the African orientation. For the benefit of those who may not be conversant with the details of the country, please permit me to briefly present you with some background information.

The Federal Republic of Nigeria is the largest single African country, as it covers a territorial space of 923,773 square kilometres (356,669 square miles) and commands a population estimated at 70 million. A former British colony, it attained independence in 1960 and republican status in 1963. Nigeria operates a federal constitution with the Federal capital at present in Lagos. A new Federal capital has been created in Abuja. There are nineteen states in the Federation each with a capital and presided over by a governor.

The educational system was predominantly British-oriented and the official language both of instruction and government business is English. The provision of primary and secondary education is the responsibility of the state governments. A Universal Primary Education scheme (UPE) was launched in 1976. Since October 1979, in five of the nineteen states: Lagos, Ogun, Ondo, Oyo and Bendel, education is being provided free at all levels. These schemes ensure that every child as of right goes to school from the age of six and receives education at the expense of the state to any level particularly in the five states. There has been a tremendous increase in the number of secondary schools established in the last three years to absorb the products of the UPE. In nine of the nineteen states where statistics are available: Lagos, Ogun, Ondo, Oyo, Bendel, Anambra, Kano Plateau, Cross River, there is a total of 3,162 secondary schools of which 1,594 were established in the last 3 years; 2,390 of the total secondary schools were established in the five states where

education is free at all levels, of which 1,390 were established in the last three years.

In each of the nineteen states are state libraries (Public Libraries) whose functions include the development of school libraries. Other bodies like the school proprietors, universities, Ministry of education and communities contribute to development of school libraries in Nigeria.

School Libraries in Nigeria

The various education laws of the Federal and State Governments in Nigeria are silent on the provision of school libraries in schools. There is therefore no uniform standard of service among school libraries in any state. In this paper, school libraries refer to libraries in secondary schools and teacher training colleges. There are virtually no libraries provided in the primary schools at present in Nigeria. In the secondary schools, a few schools have separate buildings to accommodate the school library. Many schools use classrooms to accommodate the library.¹

Collections

A recent survey of school library resources in four states of the Federation: Lagos, Oyo, Bendel and Anambra, shows that the volume of book collections varies from school to school from 500 to 6,000 volumes for school populations that range from 500 to 1,300 students. Their collections consist mainly of books and magazines. There are few non-book media, the most common being the earth globe, maps and charts. The variety of media available in the 13 school libraries that returned the questionnaire are show in Table I.

¹D.F. Elaturoti, "A Survey of secondary school libraries in Oyo, Ondo, and Ogun states of Nigeria", Ibadan Journal of Library Studies, June, 1981.

TABLE I

Types of Media in School Libraries

Types of media	Number of School Libraries
Books	13
Magazines	13
Maps & Charts	10
Earth Globe	5
Photographs	5
Records	3
Cassette	2
Filmstrip	1
Slides	1
Models	1
16mm films	None
Overhead transparencies	None

There are very few school libraries that have audio-visual hardware in their holdings or borrow from nearby institutions as shown in Table 2. Only three out of the thirteen school libraries have some items of audio-visual hardware.

TABLE 2

A.V. Hardware in School Libraries Holdings

A.V. Hardware	Number of School Libraries
Overhead projector	2
Record player	2
Tape recorder	2
Radio	2
Film projector	1
Opaque projector	1
Slide projector	1
Filmstrip projector	1
Television	1

Finance

The annual estimate of most school libraries is about N600 (\$960). There are various sources indicated from which school libraries are financed, the most popular being grants from the government and donations. Other sources include a student levy and funds from the state library. Many school libraries did not indicate any amount as an annual estimate, which probably suggests that such schools have no separate budget for their libraries. The sources of income vary from state to state depending on the policy of state Ministry of Education on the provision of school libraries.

Staffing

It is the responsibility of the respective schools to employ staff to manage the school libraries as there is no grant from the government for paying salaries of library staff. Two cadres of staff are found to manage school libraries: Teacher/librarians without training, and Teacher/librarians with training. Some school libraries have both library assistants and teacher/librarians on their staff. A teacher/librarian is a teacher who in addition to his normal teaching load, looks after the school libraries. They acquire their training through workshops usually organized by the state libraries, Abadina Media Resource Centre and some Teacher Resource Centres. A national teacher/librarian certificate course is being planned by the Nigerian School Library Association.

Resource Sharing among School Libraries

Inter-library lending of books is the only form of resource-sharing among the school libraries. School libraries near each other do borrow books from each other. Many reasons are indicated by the school libraries for not sharing their resources with other libraries, as shown in Table 3.

TABLE 3

Reasons for not sharing resources with other libraries

Reasons	No. of School Libraries
No information about collection of other libraries	10
School library self-sufficient in resources	1
No cooperation exists among school libraries	4
Staff don't know how to initiate inter-library lending	4
No resources to lend other libraries in exchange for what is borrowed	7
No communication facilities with other librarians	6

The problems that school libraries face in sharing of resources among themselves seem to be lack of information about each other's library collections, inadequate library collections, and lack of communication facilities among them. Lack of information about other library collections might also be responsible for non-use of exchange programmes to develop school library collections, as shown in Table 4.

TABLE 4

Sources of acquisition for School Libraries

Sources of library acquisition	No. of School Libraries
Purchase from bookshops	13
Supply from state Library	5
Produced locally	4
Donations or gifts	11
Exchange with other libraries	None

Resource-sharing between institutions developing School Libraries and libraries in the schools

Seven state libraries and Abadina Media Resource Centre responded to my questionnaire. Resources are shared with school libraries in the area of staff expertise, learning resources, and research publications, as shown in the services they provide to school libraries in Table 5.

TABLE 5

Services provided to School Libraries

Services to School Libraries	No. of institutions rendering service
Train school library staff	8
Visit school libraries on supervision	6
Provide mobile library service to schools	5
Compile list of learning resources in school libraries	3
Purchase and distribute books to school libraries	2
Catalogue & classify school library collections	2
Loan A-V materials to school libraries	1
Provide consultancy service in developing school libraries	1

Five of the institutions train both teacher/librarians and library assistants, while three train only library assistants. Three of the state libraries deploy professional librarians to visit school libraries. Other cadres of staff that supervise school libraries are education officers of the state Ministry of Education.

The Abadina Media Resource Centre from 1975 to date has organized six teacher/librarian workshops attended by 239 teacher/librarians from a total of eleven states of the Federation. Participants include Headmaster/mistresses,

teacher/librarians and public librarians in charge of school libraries. A sandwich teacher/librarian certificate course was organized by the Centre in 1977 with fourteen teacher/librarians in Oyo state attending. Six schools from two states have requested and received some assistance in establishing their school libraries. Books and non-book materials are loaned to teacher/librarians to support classroom teaching in the schools. Under its Nigerian oral literature collection programme, the centre has solicited copies of recorded tapes from schools and has been receiving some recordings into its collection.

Resource-sharing among institutions developing school libraries

The institutions developing school libraries in Nigeria share their resources in the following areas: teacher/librarian training programme, inter-library lending, publications, and production of learning resources.

Teacher/Librarian training programme: The various institutions share their training programmes for teacher/librarians. The plan ahead is to integrate the various programmes into a single programme to be adopted for use by the institutions for the training of teacher/librarians. The Education Committee of the Nigerian School Library Association has produced the draft for consideration and adoption by the Association. Staff services are also shared among the institutions for organizing specific programmes like exhibitions, workshops and conferences.

Publications: Publications emanating from the institutions on development of school libraries and school library programmes are shared among the institutions. Such publications include select lists of books for specific levels of users, manuals for school libraries, syllabuses for effective use of books and libraries, a newsletter, library bulletins, workshop kits, compiled sources of library equipment in Nigeria, and sources for borrowing specific audio-visual materials in Nigeria.

Production of learning resources: The Nigerian School Library Association, with the cooperation of the institution

members, has embarked on the collection of Nigerian oral literature in recorded cassettes. Institution members, libraries, and schools, will collect the oral literature of the people in their areas, process the material and send the recorded cassette with the catalogue cards to Abadina Media Resource Centre for storage and utilization. A list of materials collected will be published for distribution among the libraries, public and school libraries.

Problems of Developing Resource-Sharing Programmes Among School Libraries in Nigeria

1. Reciprocity in the sharing process is important.²

Many of the school libraries as at present lack the resources to share because their holdings are inadequate to meet the needs of their clientele. The collections also consist mainly of books.

2. There are widely differing standards of service, organization and financing for different school library services existing in the country which militate against the successful operation of any resource-sharing scheme.

3. There is the lack of data on the present school library situation in Nigeria. There is no up-to-date directory of schools in Nigeria which makes the collection of such data difficult. The Abadina Media Resource Centre has already started collecting lists of schools and colleges from the various state governments which will be compiled into a national directory of schools. A national survey of school libraries is also being planned by the centre. As of now there are no statistics on the number of school libraries in the country or of the facilities provided. The lack of vital statistics on school libraries renders ineffective any state of nation-wide resource-sharing programme.

4. There is a shortage of qualified personnel to manage the school libraries. In none of the states is the post

²R.M. Magrill, "The concept of resource sharing", Canadian Library Journal, vol. 35, October 1978, p. 355.

of a teacher/librarian recognized and remunerated. Many of the teachers already trained to run school libraries do not take the responsibility for lack of incentive. A resource sharing programme cannot succeed without the qualified staff to plan and to operate the programme.

5. Not many school systems have efficient communication facilities which are needed to support any successful resource sharing scheme. The postal as well as the telecommunication system have not been well developed to quicken communication among libraries.

Prospects for Developing Successful Resource-Sharing Schemes in Nigeria

Inspite of all the problems enumerated above, the development of successful resource sharing schemes among school libraries in Nigeria has some chances of succeeding.

There is a growing awareness among the educational planners in Nigeria of the need for pooling ideas, resources and experiences from the various educational institutions and educational resource centres for the mutual benefit of all. At a meeting organized by the Nigeria Educational Research Council (NERC) in November 1980, it was resolved that a Network of Educational Services Centres in Nigeria (NESCO) be established. The Network among other things is to provide an avenue for discussion on matters of common interest for the purpose of sharing ideas, information and experiences. The major programme areas of the Network are: curriculum research and innovations; production, distribution, lending and exchange of institutional materials; provision of advisory services to education resource centres; administration and supervision of educational technology towards the improvement of the delivery of educational services and training and retraining of educational personnel.³

³Nigeria Educational Research Council; its origin, growth and prospect (Lagos, Nigeria Educational Research Council, 1981).

The effective implementation of these programmes will facilitate the planning and implementation of a successful resource-sharing scheme among school libraries as the needed data on other libraries collection becomes readily available.

In the new Nigeria National Policy on Education, educational resource centres are to be established in every school and to be managed by a qualified staff.⁴ It is therefore hoped that the adoption of the policy will lead to the enactment of much needed legislation on school libraries in Nigeria which will guarantee the provision of adequate funds to establish resource centres and will employ qualified personnel to manage them; and that as a result, there will be more learning resources shared among school libraries.

A cooperative acquisition scheme is being developed among all libraries in Nigeria. The scheme will cover Nigerian and African materials as well as materials other than African. The responsibility for collecting materials will be shared among public, academic and special libraries in Nigeria. Public libraries will be encouraged to concentrate on popular reading materials in subjects more relevant and supportive to the Universal Primary Education (UPE) programme and general education. Since the development of school libraries is part of the function of state libraries, such collections will increase the learning resources available to school libraries to share. There is already the National Union Catalogue (NUC) and National Union List of Serials (NULS) in which 44 libraries are registered for participation.⁵ With this cooperative acquisition scheme being

⁴Nigeria, Federal Government, Ministry of Education, National Policy on Education (Lagos, 1977), p. 29.

⁵S.B. Aje, "Cooperative acquisition programme in Nigeria", in H.D.L. Vervliet, ed., Resource sharing in libraries in developing countries; Proceedings of the 1977 IFLA/UNESCO Pre-Session Seminar for Librarians from Developing Countries, Antwerp University, August 30 - September 4, 1977 (Munich, 1978), pp. 24-31.

organized, more libraries will participate in both the NUC and NULS. These will definitely improve bibliographic access to collections of all libraries, particularly the public libraries, and is essential for any successful resource sharing scheme.

The existence of a national association of school librarians, the Nigerian School Library Association, has created the avenue for all school librarians to discuss their common interests and jointly to plan programmes that will improve the quality of school library services in Nigeria. Such a forum for meeting professional colleagues and exchanging ideas on common interest is conducive to the development of any successful resource-sharing programme among school libraries.

Conclusion

Although there is no planned resource-sharing scheme among school libraries in Nigeria, some cooperation exists among school libraries, particularly between the institutions developing school libraries and schools. There is need for developing resource-sharing programmes among school libraries in Nigeria to bring about the much needed improvement in bibliographic and physical access to learning resources for effective teaching and learning in the schools.

With the increasing volume and cost of new publications and the considerable increase in school enrolment as a result of the UPE, the cost of providing education free to the citizen has become enormous, taking up to 30% of most states' annual budgets. As Nigeria is now witnessing a recession in her economy because of the global oil glut, to sustain the present huge expenditure on education might be difficult. As a way of cutting down on public expenditure without reducing the quality of education, the sharing of resources among school libraries is not only reasonable but unavoidable. I thank you all for listening.

RESOURCE SHARING: VANCOUVER'S DEVELOPMENTAL APPROACH

Ken Haycock

Background Information

Vancouver, one of Canada's major port cities, is located on the west coast in the province of British Columbia. The district has approximately 55,000 students in 110 elementary and secondary schools, a decrease of almost 20,000 students in less than a decade. After an intensive program of public information and program advocacy, the level of support for school resource centres has recently been increased in the district. At the present time there is one full-time teacher-librarian in every elementary school of more than 300 students. At the secondary level there is one teacher-librarian in every school and a second teacher-librarian in our twelve largest schools, that is, schools above 1200 students in enrolment. Vancouver builds its resource centres larger than the funding provided by the provincial government and has undertaken two renovation programs for school resource centres in the past fifteen years. School resource centres are large, bright and attractive libraries seating 10 to 15% of the school population. Budgets have been increased dramatically in the last five years to almost \$30 per student for library resources, excluding district collections and equipment. Evidence of a strong and wide base of support is obvious since these budgets are maintained during a current period of financial restraint and a provincially mandated reduction of almost \$5 million in the school board budget.

The Vancouver School board provides compulsory in-service programs of four half-days for all teacher-librarians during the year and these programs focus on the role of the teacher-librarian in cooperative program planning and teaching and program advocacy. The district has a foundation curriculum for all students from Kindergarten to Grade 12 with six major goals, one of which is the development and appreciation of research and study skills, and the Board is one of the few districts that has a mandated policy of flexible scheduling at the elementary school level such that classes are not

scheduled into our resource centres on a rigid basis in order to provide teacher preparation time. This is not simply a guideline for the schools: all resource centres must be flexibly scheduled. The district also has a modified internship program for new teacher-librarians coming into the district and written policies on the selection of learning resources.

The Coordinator of Library Services holds the rank of Supervisor of Instruction and is advised by a School Resource Centre Consultative Committee. This Committee includes principals, teachers, and teacher-librarians plus a representative of the Vancouver Public Library and the senior officials. All policies and procedures are discussed and endorsed by this committee prior to implementation.

The approach of the Vancouver School Board Library Services to resource sharing and network development has been somewhat different than the approach taken in other areas. Although there has been a recognition of the psychological factors which inhibit resource sharing, there is also a recognition that some of the principles involved in networks with other types of libraries do not necessarily apply in school resource centres. Teachers and students require information almost immediately or at least sooner than most procedures and external delivery systems allow. The approach taken in Vancouver has been a developmental one involving a series of phases over a number of years; at the present time, the Board is entering the third and critical phase of automation.

Foundation for Resource Sharing

Both the American Association of School Librarians in The Role of the School Library Media Program in Networking (National Commission on Libraries and Information Science, 1978) and the Canadian School Library Association in Similar Futures (Canadian Library Association, 1981) provide an overview of the strengths and weaknesses of resource sharing for schools and the contributions which school resource centres might make to such a network. This paper accepts those advantages and disadvantages as reasonable and also accepts the inhibiting factors outlined. The major issue therefore becomes providing a foundation which overcomes the difficulties

of getting school librarians involved in resource sharing and networks and demonstrates the advantages in a relevant way.

The first important step for the Vancouver School Board was to assure that resource sharing was a part of the role description of relevant personnel. The role of the Coordinator of Library Services, for example, includes the statement that this position "coordinates the development of a co-operative learning resource system within an increasingly decentralized school system" and clearly outlines district services to be provided. These services include the administration and coordination of school resource centres, including budget preparation and allocation, support for the selection of learning resources at the school level, the organization of library resources and professional development. The role of the teacher-librarian includes nine areas of competence and, within the competence of providing information services, states that the teacher-librarian is able to "develop a working relationship with public libraries, specialized libraries, other resource centres, community organizations, resource people, Teachers' Professional Library, and district resource services" and that the teacher-librarian is able to "locate specific information and resources found outside the school" and "participate in cooperative and coordinated projects within the district". Resource sharing then is a legitimate function of the coordinator and of the teacher-librarian and indeed there is some obligation to encourage it.

Of singular importance for resource sharing is the district decision to organize the library services budget as a single district budget allocated by the coordinator; accounting functions, which are now automated, provide detailed information to each individual school resource centre on a semimonthly basis. The coordinator is also able to establish, in consultation with senior officials of the board, standards and policies related to the management and use of library resources, most recently in the area of French language collections. Since the organization of library resources is a district function, cataloguing standards have been established and all materials entering our resource centres, including free materials, have been processed by a selected supplier or

district staff, thus not only freeing the teacher-librarian to work with teachers and students but also building in a consistency which will be important in automation. With the district function of organization comes a responsibility to provide schools with indexes such as the Canadian Periodical Index, the Children's Magazine Guide, the Reader's Guide to Periodical Literature and the Index to Free Periodicals.

As part of our professional development program, all teacher-librarians have attended in-service sessions of at least a half-day duration on resource sharing and the direction in which the district is moving. With relatively well-staffed school resource centres and limited district staff, a regular monthly newsletter is an essential part of the foundation of keeping teacher-librarians informed of developments in the district and exemplifying services and programs in various schools. The Teachers' Professional Library, which can form the core for a district network, has been established and will soon demonstrate many of the automated functions that will become a part of school operations.

Cooperation/Coordination

Resource sharing tends to focus on the material resources with little attention paid to the human resources. In Vancouver there has been at least as much attention paid to sharing expertise, talent and time through a "people network". For example, a modified internship program is provided each fall for new teacher-librarians. A full-day session provides an overview of role expectations and local administrative procedures. Later sessions introduce Audio-Visual Services, Library Services Processing Centre and provide opportunities to visit other resource centres. In addition, each new teacher-librarian is matched with a teacher-librarian in the area who is familiar with procedures and has many worthwhile program ideas to share. These teacher-librarians provide "on-line assistance" to new personnel.

Contact teacher-librarians are appointed for each area of the district at the elementary and secondary levels. These teacher-librarians assist, support and encourage the development of resource-based programs integrated with the school's

instructional program. To the extent possible, the contact teacher-librarian provides advice, ideas and in-service programs on request. It must be stressed, however, that these twelve individuals already hold positions as teacher-librarians so the level of support is subject to their own time and energy demands and the cooperation of their principals.

On a biannual basis, Library Services compiles a "Cooperative Teaching: Who To Contact" directory which outlines sample units which have been developed cooperatively with classroom teachers. Information includes the name of the teacher-librarian involved, the subject/topic/grade level and the type of research and study skills stressed. This is not a guide for "technicians" to get copies of units to copy but an outline of who might be contacted for two professionals to talk about what has been done and how, with recommendations for improvement. For example, if a teacher suggested a cooperative unit on Australia at the Grade 5 level emphasizing notetaking skills, the teacher-librarian can check the directory and call another teacher-librarian for ideas and suggestions. The introduction of a planning guide and unit record this year will facilitate the development of this directory in the future.

Secondary teacher-librarians develop and maintain contact with department head groups, identify and share information about cooperative teaching units, participate on curriculum committees, become familiar with curriculum guides, share pertinent material, and examine and advise on specialized materials. Each teacher-librarian is matched with a subject area in which the teacher-librarian has developed cooperative teaching units and/or has subject expertise. All district staff in different subject and service areas are available for assistance to teacher-librarians. These specialized personnel also provide workshops for groups of teachers and school staffs.

For consistency and efficiency the district also operates separate training sessions for technical/clerical staff and adult volunteers; sample programs have included filing rules (two half days), bulletin boards (half day), repairing materials (half day) and simple reference questions (half

day). In addition to routine matters, opportunities are provided to visit other resource centres and share ideas and procedures.

All teacher-librarians are asked every second year to identify those areas of the collection where they have acquired 20 or more items on a particular topic. Invariably, more areas are identified than the teacher-librarian first believed possible. More than 300 subjects are covered in our collection specialization list which is provided to all school resource centres, such that if that teacher wants to start the unit on Australia, for example, and the teacher-librarian has few resources, he or she can consult the collection specializations list, look up Australia, note which schools have materials, the number of items which they have and the grade levels for which they are not being used by the sponsor school and either picked up or delivered to the school requesting them.

Resource sharing at this basic level has been facilitated through the establishment of district collections such as the first language collection which provides support to schools by acquiring and organizing materials initially in Punjabi, Chinese, Italian and Hindi. All periodicals indexed in the indexes provided to schools are now acquired centrally as well so that schools do not have to bear responsibility for holding back issues and do know one source where these materials can be obtained. At the beginning stages orders for periodicals were automated such that a union list of titles with locations could be established. The district subscribes to more than one thousand titles of magazines for children and young adults. The union list first identified only the name of the school subscribing to the journal, the following year it included the indexes where the journal was indexed, following that schools indicated the year from which they held back copies and lastly schools who are designated to hold back copies of certain titles. A union list of periodicals is also produced each year. A district depository has also been established for those materials which, although still in good condition, are no longer appropriate to the school's instructional program and should be discarded to a district

collection where other teacher-librarians might select them for their own collections.

A policy statement of mutual expectations between the Vancouver Public Library and the Vancouver School Board outlines and defines the roles of the two agencies in providing library services for school age young people. The document includes both general statements and specific items relating to program development, program implementation, collection development, program promotion and communication and information exchanges. A district level advisory committee also meets four times a year to discuss mutual areas of concern and potential cooperation.

Automation

For a number of local financial and political reasons, the Vancouver School Board Library Services has not entered the automated age as quickly as one might wish. To date, the purchasing and accounting functions have been automated and a KWIOC (Key Word In/Out of Context) periodical index for secondary schools for those titles not in the standard indexes provided to all schools has been developed. A similar index for French children's magazines for our immersion schools is being investigated. (These are available outside the district as well). This fall, through the contact teacher-librarians who have microcomputers in their resource centres or at their disposal, pilot projects related to automating administrative and instructional functions in resource centres and the searching of data bases by secondary school students will be introduced.

Most importantly, the Vancouver School Board passed funds in the 1982 budget to begin the automation of our entire system. The purpose of this automation is to ensure that any teacher or student will have knowledge of the resources available in the district and relatively simple procedures for obtaining those materials. Unlike other types of libraries, priority is not for an automated circulation system but rather to automate records of the holdings of the 110 school resource centres and district collections. The consultative committee which was referred to previously is quite strongly in favour of providing each school resource centre with several copies

of a book catalogue of their own collection and, once the project is completed, a microfiche catalogue of the holdings of the entire district. The committee does not favour a microfiche catalogue of the school's holdings or access through terminals at the present time for several reasons. The book catalogue can be provided in multiple copies so that it can be used by teacher-librarians and teachers who are planning units of study together. It is easier to provide copies of the catalogue throughout the school in an easily accessible way. Alternately, small schools will be able to call a central point, probably the Teachers' Professional Library which by that time will be more fully automated as a demonstration centre, for information about holdings throughout the district.

Liaison

The Teachers' Professional Library will become the "switching point" of the in-district network for resource sharing. It is anticipated at this phase that links with the Vancouver Public Library will become closer through a number of projects. The Vancouver Public Library is currently automating its circulation system and will automate cataloguing functions shortly. It will be possible to link access to collections either through the Teachers' Professional Library or through several secondary schools. The book catalogues of individual school resource centres as well as the microfiche catalogue for the entire district will be located in the branch libraries as well as the central library in the city. In this way, public librarians will be able to refer students to materials that are located in their own school resource centre that they may have missed or preferred not to seek out. This will provide opportunities to determine how well the resource sharing mechanisms work at this point both in the district and with the major external agency with which we share materials and expertise.

At the present time liaison is an integral part of the operation but limited to a joint advisory committee, a statement of mutual expectations, joint evaluation projects, informal sharing of resources, joint promotion of events, some shared in-service programs and an encouragement to involve

public librarians in schools. The Teachers' Professional Library has also already established both formal and informal links and programs with special libraries and resource centres and post secondary institutions.

Partnership

The final phase of the resource sharing project, should it be advantageous to reach this point, will be to enter into agreements with provincial/regional consortia for access to resources within the region and beyond. Whether the Vancouver School Board Library Services becomes an equal partner in such a national network remains to be seen. We know that we have resources that would be useful to adults and students outside of our own system. The district holds almost a million volumes and probably the largest audio-visual collection in the province. At the same time, for whatever reasons of their own, most libraries are unaware of, or prefer to ignore, this fact or somehow feel that schools will make greater demands on their resources than what might be offered. This is ironic given the superior level of funding found in the Vancouver School Board Library Services than elsewhere in the country. One other drawback at this point is the attitude of the National Librarian and his staff towards school resource centres. Through a variety of "smoke screens" the National Library has opted out of leadership responsibilities in assisting school districts to form networks within their own systems that could then form an integral part of larger networks.

We believe that we will have the capability to make a strong contribution to any network in the next few years -- the major question will be whether such a contribution will be advantageous to our teachers and students and thus worth the additional effort of becoming that full partner.

THE FUTURE IS LONGER THAN THE PAST; THE SCHOOL'S STAKE IN SHARING THROUGH LIBRARY NETWORKING

Phyllis Land

The intent of this presentation is to establish a definition of "multi-type library network", to examine the factors that contribute to the success of such networks, to look at school participation in networks, and to report specific instances of school participation in an existing network. The emphasis must, by the nature of our work, be on the future -- not our past accomplishments. The focus will be on the needs of our users, the future of school libraries and the benefits to accrue from sharing human and material resources.

What is a multi-type library network?

The word network has been used to describe any type of cooperative activity between libraries; formal and informal library consortia; library users having common interests; information retrieval systems; all customers using a given vendor's system; existing systems that link libraries through telecommunications; and conceptual systems of the future. By the use of the term in the above situations, one could surmise that "network" is a catchall for a broad range of cooperative activities in the library field.

For the purpose of this presentation, the term "network" is to mean both the organizations and systems that link libraries together via telecommunications with computer-controlled message switching and data base access. To be more precise we probably should clarify that network organizations provide network systems (hardware and software). The definition of "network" that appears in Networks for Networkers¹ is one to which I subscribe. It is:

¹Barbara Evans Markuson and Blanche Wools, eds., Networks for Networkers (New York: Neal-Schuman, 1979).

- 1) two or more organizations engaged in a common pattern of information exchange through telecommunication links;
- 2) a series of points or nodes connected by communication channels;
- 3) a cooperative organization formed to provide services to members, generally including computer services and telecommunications.

It would seem appropriate for the library community to narrow the term "network" from its present catchall status to a more precise terminology. Perhaps the overuse stems from the idea that "network" is modern or glamorous--the wide use in business, in financial institutions and in government organizations. Our first introduction to "networks" may have been sending floral orders on-line or having our hotel reservations made all over the world via a local terminal. Why do I spend this time discussing terminology? Because, as Markuson states in a paper that was delivered at a United States Conference on "Critical Issues in Cooperative Library Development in 1979", the significant and momentous changes that network technology will bring to libraries are obscured when we use the term "network" to talk generally about library cooperation. Barbara Markuson used an analogy to further make her point. She said, "when people were able to automate travel, some saw the new invention as a 'horseless carriage' thus equating the new creation with something old and familiar. But thinking of an automated travel machine as simply a carriage without a horse rather than an 'auto-mobile' obscured the tremendous changes that the new machine would bring about because of its inherently different capabilities."

Why Networks?

If you will, at least for the purpose of this paper, accept this definition of "network" then we shall examine why the networks exist and what appear to be contributors to successful network structures.

It is through the evolution of ideas built on past experiences and recorded in books, newspapers, films, and other media that society advances. Libraries serve as the information resources necessary for the social, technological, scientific, commercial, recreational and cultural development of the society.

Libraries are becoming increasingly expensive and are thought by some to be declining in cost effectiveness at a time when taxpayers' demands are increasing. The prices of library resources have increased more rapidly than prices generally. To cite only one instance, circulation per registered borrower in one U.S. midwestern state increased five percent between 1974 and 1977, while operating expenditures per registered borrower increased 57 percent.

The information store is so vast and the costs so great that no one library can have all of the information that its users need. If we accept the premise that libraries have the collective responsibility to share resources so that each user's chances for getting the information he or she needs is improved, then we have established a need for something like computer-based library networks. Before us in that future are unimagined new linkings of information sources and libraries, of homes to libraries, and of users to new and more powerful information media. Since most libraries, especially the schools in my country, can not afford sophisticated technological development by themselves, there must be a pooling of resources--another reason for the existence of networks.

At the 1979 Conference mentioned earlier it was determined that networks must be structured efficiently so that member benefits encourage the member libraries' support and so that cooperation can take place with a minimum loss of local autonomy and control. As a result of the conference deliberations the following list was developed:

- Balanced representation of diverse constituencies in governance;
- Flexibility to participate in government and private programs and funding;

- Authority to enforce member regulations;
- Ability to have centralized control while still remaining responsive to members;
- Continuity of internal direction and control;
- Ability to make decisions quickly when under pressure;
- Ability to communicate with and direct management;
- Ability to set procedures and guidelines for management and members;
- Ability to act on behalf of network with third parties in legal, fiscal, and financial matters;
- Communication from members to governing boards;
- Accountability of governing boards to members;
- Authority to execute network purposes and programs;
- Authority to coordinate cooperative planning and to contract with third parties;
- Ease of implementation and operation;
- Assurance of financial stability;
- Avoidance of political obstacles to performance;
- Ability to act on behalf of, protect, and shield members;
- Ability to serve as an effective vehicle for capitalization and funding;
- Flexibility for growth and accommodation to new developments and opportunities.

Based on the previous recommendations, it seems that one could presume that the single most critical contributor to network success is the form of governance under which the network operates. The form of governance has been widely debated in our country and we do not yet have a prevailing pattern to offer. Later in the presentation I will explain the one that is employed in my State.

As computer networking is making its impact on organization, social processes, the disadvantaged, political life, research and lifelong learning throughout society, it is fortunate that the library field has already established a leading position.

It is important as we in the library profession continue to expend our resources and talents on networking that we not lose sight of our responsibilities. In order to ensure that our traditional values of freedom to access information, freedom from censorship and the user's right to privacy are protected, it is crucial that our profession continue to provide leadership in the network arena.

Should schools participate in library networks?

If the mission of networks is to give improved services to users through new technologies as we have concluded in the earlier discussion, then it goes without saying that school library has a stake in the active participation of schools in computer-based networks. I believe that student users of libraries have the same rights as the serious researcher, the business user or the educator.

In The Role of the School Library Media Program in Networking², a publication of the National Commission on Libraries and Information Science (USA),³ the rationale for active participation in all stages of network development is:

²U.S. National Commission on Library and Information Science, The Role of School Library Media Programs in Networking (Washington, D.C.: U.S. Government Printing Office, 1978).

³The National Commission on Libraries and Information Science (NCLIS) was created in 1970 by PL 91-345 as a permanent, independent agency within the executive branch. The charge to the commission contained in that law is to develop and recommend to the Congress and the President plans for the provision of library and information services and for the coordination of activities at the federal, state, and local levels necessary to meet the library and information needs of the nation more effectively.

1) the information needs of the schools' clientele are important, 2) these needs cannot be met without library networking, and 3) school library media programs have much to offer the other libraries in the network.

The increased information needs of school students due to the changing society and the attention given to individual learners and their specific interests have made the library collections inadequate in many of our schools. The opportunity to share resources with other libraries helps in answering specialized information requests and in improving the cost effectiveness of the aggregate library community.

The scope of the typical school curriculum is nearly universal, and good teachers reach beyond the written curriculum into other areas of inquiry to build on the students' natural curiosity and interests. While library networks can enhance the information programs available to students, it is the responsibility of the local school administration to establish basic information programs. Network policies should never allow any type of library to supplant its local obligations with network participation.

A network's success is often realized because of the contributions of each of its members. Schools have expertise in areas that can benefit other types of libraries. An excellent example of an area where schools have led the way is the use of audiovisual materials. This paper will report a project in which Indiana schools participated, that advanced the position of bibliographic control of non-print materials.

How do Indiana schools participate in a computer-based network?

It is interesting to note that while school libraries are often in the forefront in using the latest technology for instructional purposes they have been slow to make use of networks and new technology in organization and management functions. The Indiana Department of Public Instruction sees as its responsibility the provision of leadership to local school districts in improving library media services to children. The Role of the School Media Program in Networking, published by the National Commission of Libraries and Information Science, identified existing laws as a major deterrent to school

participation in networks. Indiana is fortunate to have legislation that allows schools full participation in every phase of library network programs and equal representation in the governance of the network. The state education agency encourages schools to take advantage of Indiana Cooperative Library Services Authority (INCOLSA), the computer-based library network.

The Indiana Department of Public Instruction (DPI) staff proposed a project in which network participation would assist school libraries in everyday operations. A project to create a machine-readable audiovisual data base was undertaken jointly by DPI and INCOLSA.

Staff of INCOLSA and Indiana Department of Public Instruction believe the findings of this demonstration project are far-reaching. The OCLC, Inc. audiovisual data base was expanded by the project to the extent that school members from other states commented. It is believed that this project has implications for other state education agencies' coordination of school and network activity.

The commitment of the twelve participating schools was critical to the success of this project. The professionalism and preparation of local library media personnel was excellent and the support of their administrators deserves note.

The Indiana Cooperative Library Services Authority, a statewide, multi-type library network, has 140 members of which 18 are school corporations.

INCOLSA's major objectives are similar to those espoused by other computer-based networks and include: improvement of services to users of Indiana libraries; reduction of the rise in unit costs of library operations through cooperation and resource sharing; more efficient utilization of Indiana's library personnel; and, promotion of effective integration of Indiana's libraries into a national library network.

INCOLSA, through its emphasis on state-wide network planning for all types of libraries, has been particularly concerned with increasing the participation of school libraries in networking. Until quite recently, the development of on-line network organizations and services has been done with virtually no participation from school library media

centers. For example, after a decade of OCLC operation, school systems still comprised only 1.4 percent of the direct participants as of June 1982.

The Indiana Department of Public Instruction and INCOLSA decided to work together to develop projects to stimulate school participation in library networking.

A small informal task force discussed possible network services of value to schools. The group concluded that processing of non-book materials was an expensive, time-consuming effort that might be improved through cooperation and automation. However, members of the task force did not believe that their own school systems would be able to purchase equipment to allow them to participate in a network demonstration. Therefore, we decided to try to model network participation through a decentralized approach. That is, each school's library would be inducted and would operate as if it were a user of the OCLC network, but the actual access to the network would be performed by INCOLSA staff. This approach would allow schools to participate, even though indirectly, in networking and allow them to make a practical assessment of the value of services locally.

Even with these seemingly positive gains, bibliographic control of non-print media is still a major problem. Many long-standing issues still remain. There is still a lack of attention to standards in cataloguing non-print media. The scope of titles for which cataloguing is available from suppliers is limited. The time lag in processing and the rising costs of processing are problems.

Although the Library of Congress has been instrumental in providing standardized cataloguing information for projected media, its coverage is neither as comprehensive nor as readily available as media specialists have required. In addition, the Library of Congress has not provided machine-readable records for all of its cataloguing so that, for example, LC's cataloguing for sound recordings is available in printed form only. Furthermore, with the exception of sound recordings, the Library of Congress does not catalogue other non-projected media at all.

Another problem stems from the local library approach to media cataloguing. INCOLSA staff have made site visits to

over 80 libraries in the process of converting these to online network cataloguing. In their experience, libraries typically deviate from standards more in non-book than in book cataloguing and often do not catalogue some types of media at all. Thus, part of the conversion frequently includes bringing non-book cataloguing practices up to standard.

Major Findings and Recommendations

1) Use of the OCLC data base can provide a significant assistance for bibliographic control of non-print items for schools. Our study found that an average hit rate of about 70% occurred; although for some types of materials, the hit rate was significantly higher than for others.

2) Due to the lack of a coordinated catalogue program for coverage of all non-print materials at the national level, the bibliographic utilities, such as OCLC, may increasingly become a de facto national union catalogue for non-print media. Therefore, the need for the highest quality possible in cooperative cataloguing of non-print media must be recognized and promoted.

3) The benefits for shared cataloguing of non-print media is evidenced by the amount of reuse of the records created by this project. Within three months of the end project, 538 uses had been made of 307 records input, and no uses had yet been made of 933 records input for an overall average re-use of 43% within this short time.

4) School library media centers staff have to cope with a wide range of media types for which, as noted above, cataloguing may not be available. Assistance can be provided by participation in computer-based networks.

5) Improved efforts are needed to educate and encourage the producer/distributor/manufacture to provide the appropriate labeling for item identification to facilitate acquisitions, cataloguing, and citation.

6) The feasibility of a producer/distributor/manufacture cooperative to provide standard catalogue records online (for example to the OCLC data base similar to the services GPO and University Microfilms now provide) should be explored. This would capture data early and eliminate the time lapse that now occurs.

Computer-based library networks, in the aggregate, have grown very rapidly. Yet when we examine them on a state-by-state basis, it becomes clear that they serve only a fraction of the libraries. The unserved are typically small to medium sized academic, special, and public libraries and school library media centers.

I believe that the success of school participation in the Indiana's computer-based network has resulted from the following factors:

- the legislation under which the network was created provides for governance structure that gives schools the same rights and responsibilities as other members;
- the spirit of cooperation that exists in our state library community has encouraged schools to participate from the early days of the network;
- the program design of INCOLSA which allows membership without commitment to any specific service;
- the demonstration programs that have been implemented to show the benefits of certain projects;
- the position of INCOLSA to provide training at the school level;
- the leadership provided by the executive director of INCOLSA; and
- the encouragement offered by the state education agency.

The school experience in Indiana is one for which we are proud. It has fostered the cooperative use of technology by academic, public, special and public libraries.

When school library personnel look to the future regarding computer-based networks, it is my hope that they see in networks unparalleled opportunities for a dramatic restructuring of the library as an operational unit and for an astounding array of new information services better designed to meet the needs of an increasingly complex user community.

REGIONAL RESOURCE CENTERS IN THE UNITED STATES

Marina Stock McIsaac

Introduction

Throughout the United States, funds for school library media programs have been steadily shrinking. Consolidation, cutbacks and mergers are happening in Kansas, Illinois, New York and California. Tightening economics suggest that cooperation, whether voluntary or enforced, will be required in order for school libraries to continue to offer a wide range of services.

In Kansas, for example, teacher layoffs, school closings, and other cuts resulted in the "Kansas City Experience" involving the housing of public library branches in schools. The Kansas City experiment is typical of situations in which large financially disabled cities have considered merging school and public libraries. Six high schools and one elementary school house Public Library branches. Although the situation is far from ideal, school officials say this is a workable solution which provides adequate library service under severe financial restraints (Cherry, 1982).

Other efforts at consolidation can be seen in schools across the United States. The combination of declining enrollment and lack of money have led to the development of consolidation models such as those in Illinois. After determining which schools are to be closed, a media center consolidation plan is established. Resources are then distributed from the "sending schools" to the "receiving schools" (Reker, 1981). There are many more examples that can be given in which innovative approaches have been taken to solve the problems accompanying cutbacks in library services to schools. In many districts throughout the United States schools which have had full time librarians are now facing reduction in personnel. Individual building budgets are diminishing while the cost of books and audio-visual material is continuing to rise.

Federal funds, which during the last decade gave a financial shot in the arm to school libraries, are beginning to disappear. The current shift to local and state control of

funds is placing the problem of acquisition and dissemination of library materials squarely on the back doorstep of hundreds of small to medium sized school libraries across the United States. With the imminent loss of both funding and staff to provide necessary services, where will school libraries turn?

One of the most exciting solutions to the problem of dwindling resources lies in the cooperative efforts of Regional Resource Centers. The concept is not a new one. Across the country Regional Resource Centers have been established in many states including Oregon, Iowa, and Minnesota. Begun originally to supplement small school collections, many Regional Resource Centers have included computerized purchasing, cataloguing, and searching. Some offer sophisticated delivery systems, hardware purchase, media production services, and access to specialized collections. With recent developments in networking and intertype library cooperation, Regional Resource Centers can permit access to a wide variety of materials and services to become an economic reality.

Definitions and Terminology

What exactly are Regional Resource Centers? Regional Resource Centers are units whose principle function is to provide educational institutions with resources, whether bibliographic, technological, or in the areas of service and consultation. These units, arranged geographically, are generally smaller than states but larger than school districts. The three types of services which are offered may be further broken down. Bibliographic services may include cataloguing and processing centers, book distribution or provision of union lists of serials for participating schools. Technological services may include film distribution facilities, television recording facilities and equipment distribution. Consultation and service functions may include preview centers with material sent from publishers for review. They may also contain "teacher centers" housing curriculum materials and professional materials for examination by teachers and librarians. Often consultation is provided for specialized programs such as the gifted or handicapped. Regional Resource Centers may promote services in one, two or all three of the above categories.

Funding is derived from one of three sources: grants, mandated funds, or cooperative contributions.

Grants may be federal, corporate or private. These are often given to support model or demonstration projects later used as exemplary centers. The Library Services and Construction Act has funded a number of these projects in the past.

Mandated funds are those required by law and are derived from local property taxes on a per pupil basis for schools within each resource center's legislative area. Most Regional Resource Centers use some combination of mandated and contractual funding. In some states mandated funding began with federal legislation of Title II or Title IV funding. States such as Michigan benefitted from this in earlier times. A more common type of mandated funding comes from the state or local level. In Michigan, for example, locally mandated funds consist of student fees, local general funds, intermediate district general funds, and state aid. In Oregon mandated monies are channeled through state funds on a country-wide basis. Mandated funds appear to offer the firmest financial base for the successful operation of a Regional Resource Center.

The third method of funding involves cooperative contributions for contract services. Under this arrangement schools contract for specific services offered by Regional Resource Centers. Schools may not all contract for identical services. They do, in fact, only contract and pay for those services which they need most. This free market situation is often useful to a Regional Resource Center in determining which services are the most frequently requested and the most cost effective. In actual practice most Regional Resource Centers operate through a combination of mandated funding and contractual contributions.

Although Regional Resource Centers offer many similar services, individual centers may be difficult to identify. There is, unfortunately, no uniform terminology. In Oregon the units are called ESDs or Educational Service Districts. In Iowa they are described as AEAs, Area Education Agencies. Pennsylvania has IUs or Intermediate Units. Michigan's

centers are called REMCs or Regional Educational Media Centers, and in New York the units have been called BOCES, Boards of Cooperative Educational Services. Although they have different names, these units or Regional Resource Centers all perform similar functions. That is, they offer consolidated services on a regional basis to schools normally too limited in resources to provide the range of bibliographic or technological services necessary to carry out their educational missions. Cooperation is not a new concept among school libraries. Regional Resource Centers provide an opportunity for this single-type library cooperation.

Single versus Multi-type Cooperation

Networking or multi-type library cooperation has had little effect upon the actual operation of school libraries. "School Media Programs and Networking, a Position Paper", spearheaded by Alice Fite (1978) for the NCLIS, National Commission on Libraries and Information Science, pointed the way but few schools took up the challenge. Later, in a report on the role of the school library media program in networking, five barriers to school participation in networks were listed (Fite, 1979). The full report cited the following five reasons that schools have not become involved in formal networking activities. First, the psychological factor involves fears on the part of school library media specialists that networking will cause a tremendous drain on their own material resources. Second are political and legal factors. Legal separations of school districts often inhibit the sharing of financial resources. Third, funding factors typically preclude borrowing, lending, mailing and photocopying materials between units which have different funding sources. The fourth item, communication factors, refers to basic inadequacies in school media center facilities. They often lack telephones, centralized cataloguing and processing systems and well developed interlibrary loan systems. The fifth barrier to successful multi-type library cooperation between schools and other types of libraries has been called a planning factor. There is often little money or time to successfully design and implement the complicated process which networking

would involve. These five barriers to multi-type library cooperation or networking must be overcome before networking will become a viable option for school libraries.

Fite's article (1978) emphasized that "the American Association of School Librarians believes interlibrary cooperation will increase the quality and accessibility of library services and materials". Both multi-type and single-type library cooperation offer possibilities. However, due to resistance on the part of school libraries to multi-type networks, perhaps a first and easier step is to begin cooperation through single-type libraries such as Regional Resource Centers.

The single-type library is not a new concept. The regional idea developed in the 1960's as schools began to recognize the difficulty in providing the many services which were required for adequate educational support. Single-type libraries, although not as sophisticated as multi-type networks, do offer school districts the advantage of a cohesiveness of purpose as well as a minimum number of legal and financial stumbling blocks. Although networking offers a wider range of services both in on-line cataloguing, information retrieval from various sources, and wider dissemination of information, schools still have a long way to go. Perhaps single-type library cooperation such as that offered by Regional Resource Centers can provide the model for sharing and cooperation, eliminating the fears and barriers mentioned in the NCLIS report and providing groundwork for the formation of more sophisticated, ultimately more useful multi-type networks.

History of the Development of Regional Centers within the United States

The movement toward regional resource service has been a national organizational thrust in public school education for many years. Regional educational media centers also known as Regional Resource Centers have existed in many states since the early 1960's. The efforts toward resource sharing, the purchase of materials to enrich and supplement school collections and the provision of high cost low-use audio-visual

items have all put pressure on schools to seek ways to share this burden of cost. Regional centers began by focusing on the purchase, circulation and delivery of expensive educational materials. Stephens (1977) found one or more regional service agencies operating in 28 states. He identified three patterns under which regionalization occurs. They are independent local governmental agencies, decentralized branches of state educational agencies and school formed cooperatives. Jim Maxwell (1979), director of Lane Education Service District in Eugene, Oregon, stated "Regional education service agencies have replaced district mergers as the chief form of public school reorganization". A recent survey contacted 428 possible regional centers in an effort to establish a data file on Regional Resource Centers (Whiting, 1981). Although only 135 centers responded, more than twice that number have been identified by NARMAC, the National Association for Regional Media Centers which maintains a clearing house in Oregon. From early beginnings in the 1960's these centers have developed in strength and numbers until today they exist in more than 25 states in the United States. These centers have been successful in strengthening instructional programs at the building level through services which districts themselves have been unable to provide and by disseminating expensive resources and materials in a more efficient and cost effective way.

Results of a recent survey revealed that the average regional media center in the United States serves 32 school districts with 65,512 students and 2,660 teachers (Whiting, 1981). The center is housed in a space of 5,475 square feet which leases for \$6.39 per square foot. The film library contains 2,750 titles and 4,187 prints with an annual circulation of 43,516, about 16 per teacher per year. The main source of funding is from local funds with about \$40,000 spent for new titles and \$16,000 for duplicate titles. More than half of the states have professional libraries which circulate 1,624 items on an annual budget of about \$1,400. Less than half of the states' centers have book lending libraries. Of those that do the average holding is 10,459 titles and 46,797 prints. The annual budget is \$7,147 for new titles and

\$8,190 for duplicate titles. Most states offer supplemental production service. Such services as audio tape duplication, photocopying, graphics and printing are the major services. About \$16,200 is spent for new equipment, \$24,490 for materials, and \$3,636 for repairs. The film library appears to be the mainstay for most of the centers (Whiting, 1981).

A previous survey in 1979-1980 reported that the average regional media center in the United States served 22 school districts with 37,778 students and 2,730 teachers. The center was housed on a space of 6,136 square feet which was leased for \$3.96 per square foot. The film library contained 3,026 titles and 6,050 prints with an annual circulation of 45,033, about 16 per teacher per year (Davis, 1980).

The growth reflected between 1979 and 1981 in the number of school districts as well as the number of students served, points to Regional Resource Center development as one of the fastest growing phenomena in education today. The opportunities for consolidation and resource sharing cannot be ignored in these times of tight financial restraints. The NARMC reports 16 state members, 235 institutional members and 26 associate members. The National Association has as its main goal the support of media center objectives by providing institutional associations with a program of activities which includes a clearing house for information exchange, assistance in developing operational guidelines and standards, the establishment of professional training and certification programs, the promotion of public and national awareness of regional media centers, and investigation of techniques to improve the efficiency and effectiveness of regional centers (NARMC, 1982).

NARMC also maintains a clearing house in Oregon of sample materials from 14 member states as well as proposals for the design and establishment of education service centers for the state of Arkansas and the state of South Dakota. In addition to the two proposals from states developing Regional Resource Centers, there are completed materials from each of the member states. Included are such items as video tape presentations of services and facilities, NARMC newsletters and a variety of policy statements, annual reports, and

evaluation tools. Exemplary programs for the 16 member states have been chosen for discussion. Brochures detailing the services of these Regional Resource Centers can be obtained from NARMC headquarters in Iowa or NARMC clearing house in Oregon (See references).

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SCHOOL LIBRARIANS' ATTITUDES TOWARD EDUCATIONAL INFORMATION NETWORKING; A PRELIMINARY INTERNATIONAL SURVEY

Mieko Nagakura

Preface

In October 1980, an international mail survey supported by the Scientific Research Grants-in-Aid from the Ministry of Education of Japan was carried out as a part of A COMPARATIVE STUDY ON SCHOOL LIBRARY UTILIZATION BY TEACHERS. This is a short report of the survey's results.

Responses were limited and sampling so spotty or arbitrary that I have the same old question about the results from any international survey: "Did I acquire an unbiased appropriate overview of school library services in a particular country?" or "Did I understand correctly what respondents wrote in the survey answers?" Therefore, I am asking you to comment on my survey method and results and to correct my misunderstandings unconsciously committed when I interpreted the survey answers. I hope this report may be the fuse which will provoke discussion at the conference rather than be viewed as a truly scientific research paper.

Preceding the text, here I would like to express my acknowledgements. One acknowledgement goes to all members of IASL who responded to this survey questionnaire. Another goes to the Program Committee of IASL '82 Canada, especially Ms. Blanche Friderichsen who suggested I submit a presentation at the conference.

Outline of the survey

A survey was planned to find out how school libraries are servicing teachers, and how school librarians think of educational information service and networking in different countries. The survey sheets of two pages comprised two parts: the first part was concerned with the present usage of school libraries by teachers, and the other inquired about school librarians' attitudes or opinions toward regional/national educational information networking. In forming the

questions for the survey sheets, response choice (multiple-response form) and constructed response (essay-type) methods were both used. Please see the sample questionnaire at the end of this paper.

The questionnaires were developed in English, and were sent to a total of 124 school library specialists and librarians in Australia, Canada, Denmark, Finland, Norway, Sweden, United Kingdom, U.S.A. and West Germany. The participant lists of past IASL annual conferences in Australia, Denmark, West Germany, U.S.A., and an IASL publication People to Contact for Visiting School Libraries/Media Centers (2nd ed. rev. and enl., 1977) were used for the sampling of respondents. Ms. Lucille Thomas of New York City Board of education kindly prepared for me a special list of 23 respondents in New York for this survey.

The same questionnaires in Japanese were sent to 150 librarians of both elementary and secondary schools in each of the 47 prefectures of Japan. The questionnaires sent abroad were dispatched by air mail in October 1980, and those for domestic schools mailed in November 1980. The final response rates were 71.4% for the international and 92.5% for the domestic surveys. All responses, both from abroad and from domestic respondents, to the questions are tabulated in an attached table. Based on the figures shown in this table, major findings of the survey will be described with my comments and interpretations derived from the essay-type answers in the following sections.

Utilization of the school library by teachers

(1) Acquisition of education information

The most important materials for school teachers are reference sources needed to support their curricula. Teachers have to acquire guide-lines, courses of study, catalogues of textbooks and different types of teaching aids. 100% of respondents in the U.K., Canada and Australia, 89% in Scandinavia, 88% in U.S.A., 86% in West Germany, and 70% in Japan answered that their teachers use their school libraries in order to acquire reference materials for curriculum planning.

A remarkable difference between the response from Japan and other countries was shown in the answers concerning the teachers' consultation with library staff for curriculum planning. More than 70% of respondents in all countries except Japan answered that their teachers consult with the library staff to obtain necessary information for curriculum construction. However, only 56% of Japanese librarians recognized that their teachers consult with them about curriculum planning.

One respondent from West Germany with 71% affirmative answers to the question about the teachers' consultation with library staff, stated that their teachers are not supposed (at least they believe) to use any help, especially from "outside" people who do not belong to their own profession. I can affirm that similar attitudes to those reported from West Germany firmly exist among Japanese school teachers to what they call "a noble professional tradition". In short, Japanese teachers do not look to their library staff for professional help to obtain educational information.

As to the attitude of Japanese teachers toward library staff, another situation became clear from the survey answers. More than 75% of respondents in every country except Japan reported that their teachers ask library staff to compile bibliographies or booklists necessary for class teaching; but only 30% of respondents in Japan gave affirmative answers to this question. The affirmative percentage was as low as 21% in Japanese middle schools. A Japanese teacher who supervises school library staff as part of his school duties said that librarians whose responsibilities are the handling of library routines do not have the "right" to evaluate books and to compile booklists which can be used in class instruction.

(2) Acquisition of instructional materials

The modern school library is the center for instructional materials. Do teachers come to their school libraries to acquire appropriate materials which are used for classroom teaching? Similar percentages as shown above for acquiring reference materials on curriculum planning were affirmed in every country except the U.K. and Japan. Affirmative answers were 75% of respondents in the U.K. and 90% in Japan. A

slightly lower percentage in the U.K. for the acquisition of materials on curriculum planning might be partly due to the services provided by the County Council library service to schools, such as reported from Somerset and Leicestershire. Teachers in some areas of the U.K. go directly to the County Council library service or public libraries in their vicinity in order to acquire books and other types of materials useful for their class teaching. This is a good example of resource sharing among schools and public libraries. There should be this kind of resource sharing in every country in this survey, even though the references to such a service were not given on the answer sheets.

The library should be operated in the modern school as the first place where teachers go to look up the knowledge, facts and/or data needed for preparation of class instruction. 100% of respondents in Australia, Canada, U.K. and West Germany, 94% in Scandinavia, 91% in Japan, and 85% in U.S.A. gave affirmative answers to the question about teachers coming to the library for self-search. It is not clear from the survey responses why the respondents in the U.S.A. gave a lower percentage of affirmative answers than those in other countries. This fact might be positively interpreted that teachers in U.S.A. need not undertake self-search in the library, because school librarians do such searching actively on behalf of their teachers.

Non-print materials such as videos, tapes, slides, models, and films are widely used in multi-media instruction these days. Do teachers ask school librarians to duplicate or produce the above mentioned kinds of instructional materials? Affirmative answers were obtained from 44% of respondents in Australia and the U.S.A., 38% in the U.K., and 33% in Canada, 22% in Scandinavia, 21% in Japan and 14% in West Germany. In Australia, approximately 55% of the respondents reported that school library staff provide videos and tapes. About 31% of respondents in Canada answered that they provide videos, tapes, transparencies (TP's) and slides. School library staff in the U.S.A. help teachers obtain videos, tapes, TP's, slides, films, posters and pictures. For the provision of non-print instructional materials, the Scandinavian scene is slightly

different from those mentioned above. A respondent in Sweden reported that there are audio-visual centers in many communes or districts for the provision of non-print instructional materials, while a Danish respondent wrote that their teachers go directly to "tape centers" to obtain videos and recording tapes. In the Japanese school organization, the library handles only printed media and a separate audio-visual department handles non-print media. Japanese teachers would obtain audio-visual materials from district "film centers" through the audio-visual department in their school.

School librarians' attitudes toward information networking

(1) Opinions on joining of an information network

The school library is unique among other kinds of libraries in giving the first priority to educational functions. This unique response supports the result that a majority of the respondents in most countries surveyed gave affirmative answers about joining national, regional and/or area information systems "with some limitations". The affirmative percentages were 78% in Canada, 62% in Japan, 56% in Australia, 50% in U.K., 44% in U.S.A., and 28% in Scandinavia. In West Germany and Scandinavia, the affirmative percentages to joining information systems "without any limitation" were the highest among the countries surveyed. Another notable results is that the percentage of negative answers was higher than the affirmative answers in New York. 39% of respondents in New York were in the negative, while 28% were in the absolute affirmative and 33% were in the affirmative "with some limitations". An intermediate school librarian in New York wrote that the involvement in regional and/or area educational information systems would put a greater burden on library staff.

A comparatively high affirmative percentage in Japan to the involvement in area wide information systems is contradictory to the percentages shown in the former section on the utilization of the school library by teachers. Why should Japanese school librarians need to join an educational information network if they are not expected to give professional help on curriculum planning nor compile bibliographies for

class instruction? I interpret this contradiction positively as the desire of Japanese librarians to achieve the ideal future function of school libraries. They put the approval of the ideal concept aside from its implementation in actual school library practice.

(2) Conditions for the joining an information network

As referred to in the preceding paragraph, the majority of school librarians prefer to join national, regional and/or area educational information systems "with some limitations". Then, in what ways do they think the school library should be involved in area wide information systems? On the questionnaire, multiple choices of a document dissemination center, an information retrieval center with traditional reference tools, or one with telephone service, or one with computer terminals connected to the area data bank, and of in-school educational data processing centers were given as the possible appropriate school library functions.

The highest affirmative percentage was attained in every country for the school library serving as a document dissemination center by providing requested literature through interlibrary loan and/or reprographic services. 89% of respondents in Canada, 88% in the U.K., 81% in Japan, 78% in Australia, 67% in Scandinavia, 56% in the U.S.A., and 43% in West Germany were in the affirmative. Some librarians in the U.S.A. and West Germany suggested that teachers may go directly to public libraries and other information sources when they need literature not held in their school libraries.

For the school library acting as an information center with traditional reference tools, such as indexes, abstracts, and bibliographies, fewer affirmative percentages were attained in Canada, U.S.A., Scandinavia and Japan. The same affirmative percentages as those for the preceding were attained in the U.K., Australia and West Germany.

In the U.S.A., Canada and Japan, more affirmative percentages were attained for the school library as an information center equipped with telephones than one with traditional reference tools. On the other hand, the affirmative percentages were fewer in Australia, U.K. and West Germany. No discrepancy of the affirmative percentage was observed in

Scandinavia. I could not find from the essay-type responses any reasons why such contrasting attitudes toward telephone services were expressed by school librarians. The affirmative percentages were 78% in Canada, 75% in U.K., 67% in Australia, 61% in Scandinavia, 56% in both U.S.A. and Japan, and 29% in West Germany.

Should school libraries install computer terminals which are connected to a national and/or regional data bank? This question invited the most disagreement among the respondents of this survey. The affirmative responses were 56% in Canada, 50% in U.K., 44% in Australia, 35% in U.S.A., 28% in Scandinavia, 21% in Japan and 14% in West Germany. Several librarians in the U.S.A. agreed to install a computer terminal for information retrieval in a building level school library, if it were financially possible. On the other hand, a librarian also in U.S.A. indicated this is "a fantasy for almost all American school libraries". The high cost of computer installations was referred to by the respondents in Australia and Scandinavia. Some specialists in the U.K. and the U.S.A. suggested that computer terminals connected to a national and/or regional data bank should be installed at district level centers.

(3) Scope of school library information services

Five special functions of libraries were presented on the questionnaire as extended services for the checking or examination of future school library services. None of these functions were approved by the majority of the respondents in any country. The affirmative percentages were less than 14% in every country cooperating in this survey. Most of the respondents were opposed to school libraries assisting the school administration or counselors by doing accounting, record-keeping, scheduling classes, computing test scores or educational measurement results, and providing reprographic services. Many librarians indicated that the utilization of mini- or micro-computers and reprographic apparatus installed in school libraries should be strictly limited for their own management and services.

For disseminating personal student information such as I.Q.'s, personality and interests, family conditions, and

academic records, the percentages for the affirmative attitude varied from 0% to 29%. The highest affirmative percentage was attained in West Germany, while respondents gave negative answers in Canada, Denmark, Sweden, Norway and the U.K. Those who indicated an affirmative attitude in the U.S.A. and Japan supplemented their answers by defining personal information handled in the library. They indicated that the library should only concern itself with information which largely affects the students' reading habits, interests and abilities.

In general, the majority of the respondents in this survey supported the function of the school library to serve the instructional needs of both students and teachers. The school library should be more concerned with the collection and dissemination of reference materials for teaching and learning purposes rather than for educational or school administration.

The last part of this survey questioned the appropriateness of offering in-service training for teachers on educational information. Two major attitudes were distinctive. In Canada, Australia, the U.K. and the U.S.A., the affirmative responses were more than 56% for this question, while less than 28% in Scandinavia and West Germany. In Japan, it was 46%. Such dual contrasting attitudes might be interpreted in the light of the availability of librarians who have enough professional training and status to justify such a responsibility. The school library specialists in Vancouver and Winnipeg, Canada, reported the offering of such training courses for teachers at the district level.

Postscript: Problems of an international survey

In any scientific research survey, it is essential to choose proper respondents based on logical sampling methods. Therefore, the most difficult problem encountered in any international survey is to locate enough numbers of respondents who are qualified to represent the relevant countries and/or areas.

For my survey, I had to limit the respondents from abroad to 150, because of the cost to be expended and the staff available. Some respondents for this survey refused to

answer the questions, expressing the opinion that they were not in a position to represent their country or region. I think that these responses are quite understandable. How could a librarian in Canada, for instance, represent more than 8,600 school libraries in the country? It seems impossible. But, at the same time I think it is possible if he or she has the proper overview of the school library services in his or her own country.

As I indicated in the outline of the survey, I used two kinds of sources for a compiling of the respondents both of which originated in IASL listings. Was I right in choosing the respondents from these sources? I am not sure, nor am I yet able to evaluate my selection. For a foreigner, it is almost impossible to locate the proper persons who represent a particular country or regions. I submitted this report to the Conference in the hope that every participating colleague would supplement, comment and interpret what I reported in this paper.

Another reason why I am presenting this study is that any scientific or reliable international survey can be undertaken only when a committee or a group of specialists from each country cooperates in planning the questionnaires and then in analyzing and interpreting the survey results. Sharing of research efforts or an international cooperative research study is proposed at this conference for better school library services in every country.

TABLE (Part 1)

Question Items	Respondents by Country											
	JAPAN	UNITED STATES OF AMERICA	CANADA	AUSTRALIA	DENMARK	SWEDEN	NORWAY	FINLAND	SCANDINAVIA (TOTAL)	WEST GERMANY	UNITED KINGDOM	TOTAL (EXCEPT JAPAN)
Numbers of all Respondents	136	34	9	9	5	8	2	3	18	7	8	85
Utilizations of School Library by Teachers												
To acquire necessary reference materials for curriculum planning.	95 (70%)	80 (88%)	9 (100%)	9 (100%)	5	7	1	3	16 (89%)	6 (86%)	8 (100%)	78 (92%)
To consult with school library staff on curriculum construction.	76 (56%)	29 (85%)	9 (100%)	8 (89%)	5	7	0	2	14 (78%)	5 (71%)	7 (77%)	72 (85%)
To acquire appropriate instructional materials.	123 (90%)	30 (88%)	9 (100%)	9 (100%)	5	7	2	2	16 (89%)	6 (86%)	6 (75%)	76 (89%)
To search knowledge, facts, and data needed for class teaching preparation.	124 (91%)	29 (85%)	9 (100%)	9 (100%)	5	7	2	3	17 (94%)	7 (100%)	8 (100%)	79 (93%)
To send students to the library for library instruction by school librarian.	76 (56%)	32 (94%)	7 (78%)	9 (100%)	4	8	2	3	17 (94%)	7 (100%)	8 (100%)	80 (94%)
To send students to the library for independent study.	101 (74%)	30 (88%)	9 (100%)	9 (100%)	4	8	1	3	16 (89%)	7 (100%)	7 (88%)	78 (92%)
To send students to the library for free time utilization due to unexpected teacher's absence.	98 (72%)	18 (53%)	4 (44%)	6 (67%)	3	7	1	3	14 (78%)	5 (71%)	6 (75%)	53 (62%)
To use library facilities & premised for class teaching.	89 (65%)	19 (56%)	5 (56%)	8 (89%)	2	6	1	2	11 (61%)	4 (57%)	5 (63%)	52 (61%)
To ask library staff to compile bibliographies.	41 (30%)	29 (85%)	8 (89%)	7 (78%)	4	6	2	2	14 (78%)	6 (86%)	6 (75%)	70 (82%)

TABLE (Part 2)

Question Items	JAPAN	UNITED STATES OF AMERICA	CANADA	AUSTRALIA	DENMARK	SWEDEN	NORWAY	FINLAND	SCANDINAVIA (TOTAL)	WEST GERMANY	UNITED KINGDOM	TOTAL (EXCEPT JAPAN)
Respondents by Country												
Numbers of all Respondents	136	34	9	9	5	8	2	3	18	7	8	85
Utilizations of School Library by Teachers												
To ask library staff to duplicate printed materials for instructional use.	24 (18%)	5 (15%)	0 (0%)	1 (11%)	1	1	0	0	2 (11%)	1 (14%)	1 (13%)	10 (12%)
To ask library staff to duplicate or produce non-print materials for instructional use.	28 (21%)	15 (44%)	3 (33%)	4 (44%)	0	1	1	2	4 (22%)	1 (14%)	3 (38%)	30 (35%)
To utilize school library as information center for teachers' professional research.	74 (54%)	29 (85%)	5 (56%)	7 (78%)	3	5	1	3	12 (67%)	6 (86%)	4 (50%)	63 (74%)
To utilize school library as information center for teachers' personal activities.	78 (57%)	29 (85%)	6 (67%)	8 (89%)	3	5	1	2	11 (61%)	5 (71%)	5 (63%)	64 (75%)
To join national, regional, & area educational information network.												
a. To join without any limitation.	43 (32%)	10 (29%)	0 (0%)	3 (33%)	4	3	1	0	8 (44%)	2 (29%)	1 (13%)	24 (28%)
b. To join with some limitations.	84 (62%)	15 (44%)	7 (78%)	5 (56%)	0	2	0	3	5 (28%)	0 (0%)	4 (50%)	36 (42%)
c. Oppose to join.	3 (2%)	9 (26%)	0 (0%)	1 (11%)	0	3	0	0	3 (17%)	0 (0%)	1 (13%)	14 (16%)
Function as document dissemination center in a school.	110 (81%)	19 (56%)	8 (89%)	7 (78%)	3	5	1	3	12 (67%)	3 (43%)	7 (88%)	56 (66%)

TABLE (Part 3)

Question Items	JAPAN	UNITED STATES OF AMERICA	CANADA	AUSTRALIA	DENMARK	SWEDEN	NORWAY	FINLAND	SCANDINAVIA (TOTAL)	WEST GERMANY	UNITED KINGDOM	TOTAL (EXCEPT JAPAN)
Respondents by Country												
Numbers of all Respondents	136	34	9	9	5	8	2	3	18	7	8	85
Utilizations of School Library by Teachers												
Function as information retrieval center with traditional reference tools.	70 (52%)	14 (41%)	6 (67%)	7 (78%)	3	5	1	2	11 (61%)	3 (43%)	7 (88%)	48 (56%)
Function as information retrieval center with telephone service.	76 (56%)	19 (56%)	7 (78%)	6 (67%)	3	4	1	3	11 (61%)	2 (29%)	6 (75%)	51 (60%)
Function as information retrieval center with computer terminal connected to national/regional data bank.	29 (21%)	12 (35%)	5 (56%)	4 (44%)	1	3	0	1	5 (28%)	1 (14%)	4 (50%)	31 (36%)
Function as in-school educational data processing center.	19 (14%)	4 (12%)	1 (11%)	1 (11%)	0	1	0	1	2 (11%)	1 (14%)	0 (0%)	9 (11%)
Assist school administration department with mini-computer.	8 (6%)	8 (24%)	2 (22%)	1 (11%)	1	2	0	1	4 (22%)	1 (14%)	0 (0%)	16 (19%)
Assist school administration department by printing service.	19 (14%)	3 (9%)	2 (22%)	2 (22%)	2	1	0	1	4 (22%)	2 (29%)	3 (38%)	16 (19%)
Function as in-school data bank by keeping school records, statistics, & etc.	15 (11%)	5 (15%)	2 (22%)	2 (22%)	0	1	1	1	3 (17%)	1 (14%)	1 (13%)	14 (16%)
Function as in-school instructional information center by keeping all kinds of students' data.	16 (12%)	1 (3%)	0 (0%)	1 (11%)	0	0	0	1	1 (6%)	2 (29%)	0 (0%)	5 (6%)
To offer in-service training for teachers on educational information.	60 (45%)	20 (59%)	7 (78%)	7 (78%)	2	1	1	1	5 (28%)	1 (14%)	5 (63%)	45 (53%)

SCHOOL LIBRARY UTILIZATION SURVEY

1. Will you please put down the name of your country, state, country, province or region?

Country	State	Province	District
	Region		
	County		

2. In what ways are teachers utilizing school library/media center? Please tick as many items as listed below, if they are applicable.

	Well Used	Used
To acquire reference materials for curriculum planning.		
To obtain necessary information on curriculum planning through consultation with school library staff.		
To acquire appropriate materials used in classroom teaching e.g. instructional materials.		
To search for knowledge and/or facts and data for class instruction.		
To send students and children to the library for library instruction class taught by school librarian.		
To send students and children to the library for independent study.		
To send students and children to the library for free time utilization during the period of classroom teacher's unexpected absence.		
To use library facilities or premises for classroom teaching or particular subject? What subjects? Please write:		

	Well Used	Used
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To ask library staff to compile bibliographies or book lists necessary for class teaching.

	_____	_____
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To ask library staff to duplicate print materials for instructional use.

Please tick the types of print materials:

TEST PAPERS _____ ASSIGNMENT/HOME WORK SHEETS _____
SYLLABUS _____ SUPPLEMENTARY TEXTS _____

To ask library staff to duplicate or produce non-print materials for instructional use.

Please tick the types of non-print materials:

VIDEO TAPES _____ TAPES _____ TRANSPARENCIES _____ SLIDES _____
FILMS _____ POSTERS _____ MODLES _____ PICTURES _____ PHOTOGRAPHS _____

To utilize school library as information and materials center for teachers' own educational research or experimental teaching project.

	_____	_____
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To utilize school library as information and materials center for teachers' own personal research/study or personal activities.

	_____	_____
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3. Are there any other ways in which teachers utilize school library/media centers? If there are, please describe below space:

4. Do you think that each individual school library or school media center at building level should be involved or networked in national or regional and/or area educational information systems? Please tick one:

YES _____ YES, but with SOME LIMITATIONS _____ NO _____

If you tick YES, or YES with SOME LIMITATIONS, please proceed, examine the items following.

In what ways should school library be involved in national or regional and/or area educational information systems? Please tick as many items as listed below, if they are applicable.

Serve as document dissemination center by obtaining requested documents through regional/area information centers using photocopy service or interlibrary loan. _____

Serve as information retrieval center by providing necessary printed information retrieval tools, such as indexes, abstracts, bibliographies, and etc. _____

Serve as information retrieval center by calling regional/area information centers through telephone. _____

Serve as information retrieval center by installing a computer terminal connected to national or regional data bank. _____

Serve as in-school educational data processing system utilizing mini-computer or office computer for computation and analysis of various test results and educational measurements results. _____

Assist school administration department utilizing mini-computer or office computer for school management data processing e.g. class schedule making, staff's work record-keeping, book-keeping and accounting. _____

Assist school administration department utilizing duplicating or printing machines for printing of necessary forms, announcements, and etc. _____

Serve as in-school data bank by keeping school records, test results, statistical data, and etc. _____

Serve as in-school instructional information center by keeping and disseminating all students' information, such as personality, family conditions, I.Q., personal interests including reading interest, academic records, and etc. _____

To offer in-service training for teachers on educational information. _____

5. Please write any comments or opinions on questions in 4 preceding, if you have.

Thank you very much for your cooperation!

May I have your name, if you don't mind?

PRECIS INDEXING IN SCHOOL LIBRARIES: A TOOL FOR TOMORROW TODAY

Audrey Taylor

Tinker, tailor what do we do? Tinker with terminology, tailor with dashes, stretch, bend, break, curse and jam the innocent book or film or tape into its subject straight-jacket so that it may never be found again!

In the school resource centre, murmurs of discontent soar to a roar, "There is nothing in this library about . . .!" The battle-scarred librarian, fingers walking wearily through the card catalogue, eyes the faded bluejeans striding through the exit. "I know there must be something here - somewhere."

We school librarians find ourselves squarely in the middle of a crisis, one which threatens not only our image but also the quality of service to which we are committed. When we must continue to rely upon outmoded tools whose subject access feature, subject headings, provides minimum access at best, when we must depend almost entirely upon memory of the collection to locate relevant materials, is it not time to consider alternatives? How did we get into this pickle?

Historically our problems escalated in the 1960's when small classroom libraries mushroomed into large multimedia resource centres holding diverse and complex curriculum support materials, both print and nonprint. The need for space and materials grew out of curriculum reform that stressed independent resource-based learning. The textbook was "dead".

The organization of school library resources has been based traditionally on the public library model of a small, general collection. Our first mistake! It may be true that most of our collections are "small" in size and "general" in scope. But surely we are now prepared to recognize, that in respect to use, these materials are highly specialized.

We teacher-librarians, thrust into the resource centre environment, were staggered by the profusion of materials. We soon found out that traditional methods of descriptive cataloguing were inadequate, particularly for nonprint items. As

well, it was becoming evident, although not always acknowledged, that the information requirements of students and teachers were no longer served by the traditional methods of subject access, either Sears or Library of Congress Subject Headings (LCSH). Some of us have rationalized the failure of the subject headings to provide good access by claiming that the search for information, frustrating and time-consuming though it may be, is a necessary part of the learning process. What nonsense!

Students and teachers are constantly hampered in their efforts to become confident and independent users of libraries. Teacher-librarians, whose professional skills include assisting students in the learning process and advising teachers in curriculum planning and implementation, more often find themselves cast in the role of a walking, talking catalogue. The library materials, whose value lies in their use, gather dust on the shelves. Are we prepared to perpetuate a system that demeans the intelligence of the user, degrades the professional status of the teacher-librarian, and consistently results in the costly underuse of equally costly materials?

These observations are but the tip of the iceberg that threatens our survival. We have been slow to recognize that our major retrieval tool, the card catalogue, has not altered appreciably in the last one hundred years. Nor have we acknowledged the fact that this tool was designed to meet the needs of a vastly different technical and sociocultural era.

Fast, easy, and precise recall of specific information - these criteria are a part of the vocabulary of the information scientist. Do these terms come "trippingly" to our tongues?

Our library clients have become consumers of high technology. They have home computers; they study computer science; they play computer and video games passionately; they are familiar with videotex systems such as Telidon; they are comfortable with computer terminals. How much longer can we expect our clients to accept the frustrations of seeking information using a card file?

We have, in truth, been caught in the web of history. Faced with burgeoning collections and hampered by small

budgets, we have accepted the familiar and been prepared to "get on" with the job. Few of us enjoy the benefits of centralized cataloguing services. We have, therefore, acquiesced in the use of the "cheapest" and the "easiest" method of building the traditional tool, choosing to ignore its inherent defects.

We have buried ourselves in the "back room" where daily we replicate the cataloguing information that has been generated already by thousands of others. Or we have chosen to purchase commercial cataloguing from services whose standards vary enormously. Subject access to our collections has been the least of our concerns. The cost of these processes lies buried and unchallenged in files of library invoices and the payroll accounts of librarians' salaries.

Now we are faced with an even greater crisis - automation. Are we prepared to recognize the potential of high technology, not just to do a job better but to do it differently? Or have we already committed ourselves to the speed and manipulative powers of the computer to perpetuate the old ways? In the prophetic metaphor of Marshall McLuhan, are we still looking in the rear-vision mirror?

If this paper appears to pose questions rather than provide answers, then let me say that there are many more questions to be asked. I wish to share with you, however, the experiences of The York Region Board of Education, Ontario, Canada, in its efforts over the past decade to improve library catalogues as tools for information retrieval.

The school board's administrators had questioned the effectiveness of the card catalogue in relation to its cost as early as 1969. Observational studies had indicated that this tool was remarkably underused in the secondary school resource centres. Students were seen to browse the shelves rather than use the catalogue for locating information. One superintendent, perhaps with tongue in cheek, recommended the catalogues be thrown out. It was quite sufficient to have the materials on the shelves. So much for organized and efficient retrieval!

Irene McCordick, then Master Teacher of Libraries, and I, found we shared the perception that limited subject access

was one of the major culprits in user disenchantment with the catalogue. Experience had taught us that the majority of enquiries were subject oriented.

Traditional subject heading systems were designed to draw together, in the catalogue, all the library's titles under one broad heading, e.g., China - History. A student, required to write an essay contrasting old and new lifestyles in China, finds the subject heading too broad to meet his or her specific needs. Pertinent information in geographical and sociological materials might never come to light at all. How much more useful the student would find PRECIS subject entries such as these:

CHINA

Families. Structure

and,

CHINA

People's Republic of China. Agricultural communes

Clearly, newer indexing systems such as PRECIS, permit both a degree of specificity and a natural use of language that ensures intelligibility, predictability and therefore satisfaction for the user.

Experience with computer technology and the searching of machine-readable files has broken new ground in the understanding of information retrieval. It is unfortunate that the developments have had little impact on the library world. Acceptance of the need to change comes slowly, too slowly.

In 1971, with my appointment as librarian of the new Aurora High School, the Administrative Committee of the school board gave its support to the implementation of a new method of subject indexing, PRECIS (PREserved Context Index System). Should improvement in the use of the card catalogue result from this experiment, consideration would be given to using PRECIS in other new schools. The results of this work are now ancient history.

While we had to begin with a manual application of PRECIS in a card file, we never lost sight of the possibilities of automation. The sixties and early seventies had witnessed the growing importance of computer technology for the storage and sharing of bibliographic data. As well, PRECIS had been designed for a machine environment.

In 1976, The Ontario Ministry of Education awarded The York Region Board a Grant-in-Aid of Educational Research to build an automated model for an Ontario-wide cataloguing/information retrieval network for school libraries. The work, based on the Aurora High School experience with PRECIS, was facilitated when we became a user of a Canadian bibliographic utility, The University of Toronto Library Automation Systems (UTLAS). This service housed the only PRECIS computer program in existence in North America.

The research addressed five major areas: (i) the feasibility of developing machine-readable files of bibliographic data (full MARC records) for school library materials; (ii) the building (from point zero) of PRECIS files of subject data for school library materials; (iii) the linking of the two files [(i) and (ii)] for the production of differently formatted catalogues, first in book form and later in COM (Computer Output Microform) as interim steps towards and development of an online catalogue; (iv) the evaluation of the new catalogue's capability to provide fast and easy access to information; (v) the development of a skilled central technical services staff capable of serving the school libraries of the region.

The results of the research were reported to The Ontario Ministry of Education in 1978.¹

¹Brian Burnham, Irene McCordick and Audrey Taylor, A computer-based catalogue linking the PRECIS indexing system to school library materials; building a model for an Ontario-wide information network for school libraries: a developmental research project funded by the Ministry of Education, Ontario, (Aurora: York County Board of Education, 1978).

With the feasibility of a computerized cataloguing system for school libraries established, the Aurora experience became the starting point for the development of a mini-network. In 1979, the Ministry of Education granted further research funds to develop the network and to assess the use of COM catalogues and PRECIS indexing for elementary school users. The network has now grown to include Aurora High School, seven elementary schools and four French Immersion schools.

The success of COM catalogues and of PRECIS as a superior method for providing subject access to school library resources can be measured by the enthusiastic defense of the network by the librarians, teachers, students, and principals when the system was threatened recently by budget cutbacks.

Success can be attributed in large measure to the decision to improve subject access. Have you ever seen students using their leisure time to browse the library catalogue? Well, I have - to my admitted astonishment! Serendipity?

Why did we choose PRECIS? First we determined the criteria necessary for good subject access. We required depth and specificity in the subject analysis and indexing; subject entries that would accurately describe the content of materials; more subject access points per document than present subject heading practice encouraged; current and open-ended vocabulary drawn from the materials rather than a printed list such as Sears or LCSH; and natural language structures that would avoid inverted headings and subdivisions. A tall order, indeed! PRECIS more than met these requirements.

PRECIS (PREserved Context Index System) was developed for use in the British National Bibliography when it became computerized in 1969. The British rejected the automation of a manual subject system such as LCSH, preferring to design an indexing method compatible with a machine environment.

PRECIS belongs to the family of documentation systems known as para-languages. These systems share many characteristics in common with natural language, using some portion of

both its vocabulary and structure. PRECIS is solidly based on linguistic logic, possessing both semantic and syntactic features.

Both in speech and written composition, we decode the intended meaning of a term because we receive it generally in the context of another word or words; its meaning is, therefore, context-dependent on the words with which it is associated. The idea of context-dependency is an essential characteristic of all communication systems including natural language in which data is presented in a sequential manner.

PRECIS allows the user to enter the alphabetical subject index at any one of a number of terms which together make up a subject statement or "string" and realize the full context in which the term has been used. Thus a full statement or kind of 'precis' is presented to the user under each term in the string. For example, if you require information about "oil pollution of oceans", you might decide to choose "pollution" as your search term. You would look in the appropriate alphabetical section of the PRECIS subject index. If the library has material on the subject, you might find a catalogue entry such as:

POLLUTION. Oceans
Caused by oil

- | | |
|--------------|---|
| 301.31 WIL | The biological aspect of water pollution. Wilber, Charles. 1971 |
| 333.9164 MIC | The oceans in tomorrow's world. Michelsohn, David. 1969 |
| 628.168 JAC | Marine pollution [Filmstrip] Jackson, Daniel. 1969 |

PRECIS has the advantage over other indexing systems of providing multiple access points from a single string of terms. Thus the input string, "Oceans. Pollution. Caused by oil" that was used in the example above, will also generate entries under "oceans" and "oil". The identical subject information is presented in each case, i.e.,

OCEANS

Pollution by oil

and,

OIL

Cause of pollution of oceans

The same bibliographic citations listed under "pollution" would be generated for each of the above subject entries as well.

You would also find other contexts for your chosen term. Under "pollution", for example, you might find the following entries:

POLLUTION. Air. Ontario

-- Statistics

POLLUTION. Environment. Canada

Caused by industry

POLLUTION. Water. Ontario

Caused by mercury

You could expand your search as well, by using the standardized reference structure which the computer generates as an integral part of the index. Thus, under the term "oceans" you would find,

OCEANS

See also

ANTARCTIC OCEAN

ARCTIC OCEAN

ATLANTIC OCEAN

OCEAN FLOOR

PACIFIC OCEAN

TIDES

In our experience we have found that students and teachers using a PRECIS subject index discover sources and directions of enquiry that they had not considered when beginning their search. How many school library catalogues provide a full range of synonymous, generic and associated references?

PRECIS is a set of generalized indexing procedures which combine human intellectual effort with the data processing powers of the computer. The indexer is free to select words and concepts found in the work being indexed, and to determine which of the terms in the string are to appear as search terms in the alphabetical index.

The power of the PRECIS method can best be illustrated through examples comparing LCSH entries drawn from MARC records and PRECIS entries generated for the mini-network libraries. For the title, "A Foremost nation: Canadian foreign policy and a changing world", two subject headings were assigned to the Canadian MARC record.

- (i) Canada - Foreign relations - Addresses, essays, lectures
- (ii) Canada - Foreign economic relations - Addresses, essays, lectures

The following PRECIS strings were produced by our PRECIS indexers, based on their knowledge of curriculum needs. The strings are listed in the first position. Remember that each term in a string can generate a subject entry.

- (i) CANADA
Federal government. Foreign relations related to energy resources.
- (ii) CANADA
Federal government. Economic policies. Effects on multinational corporations.
- (iii) CANADA
Foreign trade. Policies of federal government.
- (iv) CHINA
People's Republic of China. Foreign relations with Canada.
- (v) OCEANS
Territorial rights. International law.
- (vi) UNITED NATIONS
Role of Canada

One of our most grossly underindexed resources is fiction, including children's literature. If a part of our responsibility is the encouragement of reading which "stimulates the intellect, fires the imagination, develops language skills, enhances concept of self and promotes understanding",⁴ then we must make these materials visible both to the student and to the teacher. Good subject access to children's literature has been a felt need in the teaching profession for a long time.⁵

School librarians know that teachers require materials not only for specific curriculum topics but also for particular applications. For example, access to picture books which illustrate a child coping with fear of the dark, or struggling to overcome a physical disability, is simply not provided in the traditional subject catalogue. Subject headings do not address themes or abstract concepts.

Contrast the subject approach to the title, "The missing piece meets the big O", by Shel Silverstein. Only one subject heading was assigned by the Library of Congress,

(i) Circle - Fiction

while PRECIS indexing generated two strings,

(i) CHILDREN
Self-image. Development--Stories

(ii) CHILDREN
Self-reliance--Stories

PRECIS has been applied to all types of material (books, films, periodicals, etc.), has served the needs of different users (students, teachers, general public, etc.), and has been applied in an increasing number of languages (French, German, Polish, Bantu, etc.).

⁴S.D. Neill, "Knowledge or information - a crisis of purpose in libraries", Canadian Library Journal, April 1982.

⁵Theodore C. Hines, "Crisis in children's cataloguing", Library Journal, December 15, 1966.

Can we, with a clear conscience, continue to disregard our "Catch 22" - the cost of severely limited access to costly materials - the cost of misuse of human resources - the cost of misrepresentation of our real predicament to parents, students, teachers, and administrators? Or are we now willing to recognize the critical need of our users for good subject access and defend the cost of the benefits of change?

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PART SIX: Sharing the Work of IASL in 1981-82

1. Minutes of the IASL Board of Directors
2. Report of the Executive Secretary: J. Lowrie
3. Minutes of the Annual General Meeting
4. Report of the President: A. Robertson
5. Financial report: A. Shafer
6. Report of the Research and Statistics Committee:
P. Beilke
7. Membership development: M. Cooke
8. Report of the IASL Newsletter: D. Fork
9. Roster of IASL Committees

INTERNATIONAL ASSOCIATION OF SCHOOL LIBRARIANSHIP

Board Meetings - July 30, 31, 1982

Agenda

Call to order

President's Report - Amy Robertson

Report of 1982 Local Arrangements Committee - John Wright

Minutes of 1981 Board Meetings

Executive Secretary's Report - Jean Lowrie

Treasurer's Report - Anne Shafer

Budget for 1982/83

Committee Reports

Nominating - Bengt Jespersen

Publications - Joseph Hallein

Research and Statistics - Pat Beilke

Regional (ad hoc) -

Nordic - Axel Wisbom

Any other regional report - Michael Cooke

Newsletter - Don Fork

UNESCO - Book Programme - Lucille Thomas

Old Business

IFLA relationship: Progress Report - Executive Secretary

Association Representation - Progress Report - Executive Secretary (IRA, IBBY, WCOTP)

Conference Planning Manual - Final Report

IRA Dublin Meeting 1982 - Report

WCOTP Representative - Montreux, Switzerland 1982

Membership Challenge Plan/Honorary Membership/

Request for contributions (See Harper & Row letter)

New Business

Appointment and briefing of Nominating Committee

Request to UNESCO for Category B rating - President

OATS/ISI - Proposal for supply of review articles

Association Assembly agenda/organization
 Agenda for annual business meeting
 By-Laws revision (?)
 Projects -

Conferences

1983 Norderstedt - Ankie Matties
 1984 Hawaii -
 1985 ?
 1986 ?
 Reply to South African invitation

Other Items

Letter from WCOTP Secretary General
 - Mr. Norman Goble
 Miscellany

Minutes of Board Meetings

July 30-31, Augst 5, 1982

The meeting was called to order by President Amy Robertson. The following persons were present: President Robertson, Vice-President Cooke, Treasurer Shafer, Executive Secretary Lowrie, Directors Nagakura, Elaturoti, Wright and Wisbom; Committee Chairs Beilke, Thomas.

The report of the President is attached. (This was presented informally to the Board for comment and formally at the Annual Business meeting).

The President thanked John Wright for the arrangements and all his efforts on behalf of the Board; Michael Cooke for the tremendous financial support resulting from the 1981 conference.

The new directors were welcomed - Mieko Nagakura from Japan and David Elaturoti, Nigeria. Regrets from Valerie Packer, Australia, and from Rosario Horowitz, Venezuela were received.

The report on the 1982 conference details was postponed until the financial officer could be present on Saturday a.m.

The minutes of the 1981 board meetings were highlighted, having been distributed by mail in October 1981. A motion to approve was made by Michael Cooke, seconded by Lucille Thomas. Carried.

The Executive Secretary's report is appended. In addition Lowrie commented on a need to sharpen our objectives, particularly in view of our request to UNESCO, and to sort out our priorities. It was brought out by several members that we should put more emphasis on our objective to share resources, literature, etc. Lowrie stated that the Board voted to approve the establishment of a standing committee of past, current and future conference chairs (revolving annually). Also copies of the book from Encyclopaedia Britannica, "Excellence in School Media Programs", has been sent to all member association headquarters along with the other published materials. The book was also sent to new member associations with a welcome letter.

The financial report (attached) was presented by Anne Shafer, Treasurer. Thomas moved to accept, seconded by Cooke. Carried. Cooke moved that the Certificate of Deposit be reinvested for another six months.

Shafer then presented the proposed budget for 1982-83. Lowrie requested that the Board consider giving our secretary, Sandy Burgess, an increase since she had not received one from the time she began working for IASL eight years ago. After much discussion, it was decided to change office expense to \$200 and conference contingency to \$100 and thus add \$300 to the secretarial line totalling \$1300. It was unanimously supported to increase by \$1.00 an hour the amount being paid to Sandy and a letter of thanks was to be sent to her.

The Treasurer was requested to work out a procedure for directors who kept accounts in their own countries - re reporting to treasurer, forwarding monies etc.

The Treasurer also noted that with the rising costs in postage and printing that the budgeted amounts might be unrealistic and she would have to draw on savings. It was moved by Cooke, seconded by Thomas that the budget as amended be adopted. Carried.

Shafer requested that the Board vote to make a corporate change of the registered agent. She moved that the Board resolve that Alice E. Fite, currently the Executive Secretary of AASL at the American Library Association, be the new registered agent for IASL. It was voted unanimously. This was necessary because the original registered agent was no longer at the 50 East Huron Street, Chicago, office. At this point the question of an official seal was brought up and the Executive Secretary was asked to investigate the cost.

Further informal discussion re-emphasized the need to explore ways to develop fund raising. A committee is needed to explore this.

Committee Reports

Lucille Thomas, chair of the Unesco gift book program reported on her efforts. The only contribution this past year was \$100 from Gale Research. A new flyer has been printed which is available in quantity. It was suggested that it be sent out with an accompanying letter from the President. Directors are asked to make a special effort to advertise this in schools and education journals. School projects could be developed. Articles in IASL newsletter should appear. Flyers will be sent to each affiliate association. Thomas indicated that we have many requests.

Bengt Jespersen, chair of the Nominating Committee sent the following report for the business meeting for three year terms:

Vice President - Michael Cooke
Directors - Val Packer and Axel Wisbom.

It was agreed that the new nominating committee should be appointed before the end of this conference and directions for the committee should be made available.

Research committee, Dr. Patricia Beilke chairman (report attached). Several questions were raised in regard to the proposed bibliography project. Who will coordinate? Monitor? What about translation problems? It was agreed that Beilke should ascertain interest among members present at the meeting.

Joe Hallein, chair of the Publications committee was not able to be present. However the Board wished to discuss the monograph series and other publications. It was reported that the cost of publishing monograph #1 had consumed all of the Wiese memorial fund plus some from the savings. Unfortunately this has not been a good seller - partly because the copies have taken so long to arrive at their various destinations; partly because we do not seem to have advertised it in the right market places. It was suggested that the National Council of Teachers of English, the International Reading Association, area studies department in universities, etc. could be contacted. There are close to 1000 copies still available.

Shafer suggested that a short paragraph about Bernice Weise be written and inserted in all monographs indicating that the series was started as a memorial to her. We would then not maintain a separate account under Wiese memorial but put all monies earned into the publication program.

In regard to the next monograph, the revised paper of Walter Scherf's, it was requested that the Executive Secretary contact Hallein and/or Colville re budget estimate, number of copies, etc. (see footnote at end of report) prior to final publication. Attractive format and saleable topics should be investigated.

The list of publications should be sent to all association offices and delegates. The new People to Contact and Directory of National School Library Associations should be advertised. They have been good selling items.

The proposed annotated bibliography of guidelines, manuals etc. being done by Dr. Judith Higgins is now progressing. (Work was done on this during the conference). The hoped for publication date will be January 1983. IFLA School Library Section is interested in this effort.

The joint project on Indicators of Quality (with the Illinois Association of Media Educators) has not moved as rapidly as we had hoped for. However, reports from two countries were brought to Red Deer so it is hoped that Henry Dequin will be able to move on this rapidly.

Cooke announced that tapes of some of the 1981 Aberystwyth conference papers were available and that orders would be taken. This was to be announced at the business meeting.

All board members were asked to check their People to Contact copies carefully for any errors. These should be sent to Don Fork.

Scarecrow Press has decided to sell out the remainder stock of School Libraries: International Developments. These will be available for \$2.50 plus a 75¢ handling and postage charge, no matter what the distance. Some of the articles are still quite current. Please advertise in journals and newsletters.

Regional Developments. A report of the spring Nordic School Library Association's conference was given by Director Axel Wisbom. Vice-President Cooke officially represented IASL at the conference held June 21-26, 1982. There were sixty participants. Wisbom stated that a new school act has been passed in Denmark which will make school libraries compulsory. Skole Biblioteket has a new issue in English, Danish School Libraries - very attractive.

The Board of the Nordic group will meet in Germany next year. The next conference will be in Sweden. The Norwegian librarians as well as the Icelandic have two school library associations in their respective countries.

The question of the Latin American/Caribbean committee's status was raised. At present there is no apparent action. It appears that a Caribbean regional group might have more possibility at present.

Membership. Vice-President Cooke had prepared a focus document (appended) for a discussion on the role of directors and the need to expand membership in IASL. Much discussion ensued on the need for active participation in regional work by the directors - promoting the question "should we have more than six directors?" There are language, political and geographical groupings which can hinder efforts. The question - what is our basic premise for organization - federation of assemblies or individual memberships - was debated. The financial base of IASL is certainly individual

memberships rather than association dues. The formation of the Association Assembly should enhance the role of associations in IASL but association representatives should be formally designated. Regional groups and/or representatives should develop naturally. It was agreed that IASL should emphasize "Sharing and Helping Throughout All Countries". The need for a Spanish speaking representative has become even more evident.

It was moved and seconded that Article IV, Executive Committee, Section I, be amended to delete the word "six" and to substitute the phrase "not less than six". Moved by Thomas and supported. Notice of this change will appear in the Newsletter and be sent to all associations prior to the next general assembly - 1983. N.B. (The Executive Secretary suggests all board members should read Article IV in entirety to see if additional changes are needed in Section 2, 3).

An unsolved question remains as to the relationship of regional associations to IASL.

Newsletter. The report of Lesley Farmer, acting editor, is appended. Questions regarding the future needs of the Newsletter were raised by the board and Editor Fork. It was agreed that the format including the mast head needs to be spruced up; the possible use of a word processor or some other type of printing should be explored; themes should be of value; copy should not be out of date or primarily from other journals. Directors could help considerably if they would push for active reporting from their country and regions. Fork will send all directors the list of reporters currently from their areas. The cost of mailing must be looked at again. Currently it is sent first class, air, to ensure delivery in reasonable time and to keep office up to date on addresses.

The need to reactivate the editorial advising committee is evident. The Executive Secretary will inform Hallein of this responsibility. Likewise, there is need to be alert to the possibility of a change of editors in the future. Computer assistance in production, etc. will be investigated.

Translations/abstracts are still a problem. They should be sent simultaneously with the newsletter. There has

been no feedback from the Spanish effort these past two years. This needs evaluation immediately as it is an added cost.

Lesley is to be thanked for her work this past year as acting editor. She will continue to work with Don Fork this next year.

Old Business

The serious illness of Linda Beeler, our liaison to IFLA School Libraries section necessitates the appointment of a substitute. Lucille Thomas volunteered to attend this year's session in Montreal, an act greatly appreciated by the Board. It was moved by Anne Shafer and seconded by David Elaturoti that Thomas be the official liaison to IFLA. (Card and plant were sent to Linda on behalf of all Board members). [Executive Secretary notes that Anne Irving, Chair of the IFLA Section, will serve as their liaison to IASL]. Prior to Linda's illness she prepared an excellent article on IFLA which appeared in the conference issue of the Newsletter.

The need for liaison or representation to WCOTP, Unesco meetings, etc. was again raised. Vice-President Cooke offered to serve as Unesco liaison to PGI programs, etc. Barbara Kamm (International School in Paris) may also become involved as an assistant.

Since there is no official representation this year to the WCOTP conference in Montreux, the president was instructed to send a cable of greeting immediately. More visibility within WCOTP is needed and European members may be asked to assist (Diwald, Mathies, Nordic Association). An announcement about serving in this capacity with information about the next conference might be placed in the newsletter.

The statement on School Library Media Centers prepared for WCOTP had been circulated for comments to WCOTP associations. These in turn were sent to the Executive Secretary who brought them to the Board for further action. Wright, Wisbom and Thomas were asked to read, comment and revise the statement accordingly. Even though this was John Thompson's project, WCOTP office seems interested and a final statement should be sent to their executive as rapidly as possible.

Lesley Farmer represented IASL at the International Reading Association meeting in Dublin presenting a workshop

session on the reading teacher and school library resource personnel working together. Continuing liaison is important here.

The revised conference planning manual is now available. Copies will be mailed to directors.

The challenge given to members to increase IASL's membership during the past year has not been particularly fruitful. Only Australia reached the goal - Thanks to Val. Membership and fund raising are tied together and contributions outside of dues must be sought. "Each One Reach One" is still to be applied!! A need to activate the status of contributing members is imperative. Support for the newsletter, for example, could be a worthwhile contribution.

Cooke moved that an ad hoc finance committee be established to be chaired by the treasurer to explore ways of funding, new options, etc. Supported and carried. (This committee could well be involved with the new Public Relations committee).

Report from 1982 conference chair and finance officer, Ray Schmidt. It was stated that resource support had come from ASTED, the Alberta Teachers Association, CLA (CSLA), the Alberta Learning Resource Council. A national committee had planned the conference (under John Wright's chairmanship) emphasizing the sharing concept. Much of the information on registration etc. had been put on computer. Several questions were raised and discussed. (1) Funding. Is the philosophy of a conference to be profit making or professional sharing? Both seem basically important. Separate financial assistance for specific speakers should be sought outside of registration dues support. Format should be considered. Having many group presentors such as this year's program is a more expensive way of programming. (2) Proceedings - cost should be separate from conference responsibility? A clear arrangement with the Executive Secretary on this procedure should be worked out early in conference planning. Final copy should be responsibility of the conference chair although printing and distribution maybe handled in various ways. Deadline for material is important.

An evening "to set the tone for the next meeting" is a good idea. [Incidentally more time for the association assembly and the business meeting should be built in].
Financial statement attached.

New Business

The President announced the appointment of the following persons for the 1983 nominating committee: Dorothy Diwald (W. Germany) chair, Oddwar Walmess (Norway) and Beryl Colwell (U.K.). This will be announced at the business meeting and printed in the October Newsletter.

The President announced that a letter had been sent to Mr. J. Tocatalian, Director PGI/Unesco requesting consideration of a change of category from C to B. The President and Executive Secretary are working together to gather the necessary documentation requested by Unesco. Board members suggested many activities to be included. It was also suggested that an invitation to participate in the 1983 meeting in Bad Segeburg he extended to Unesco.

OATS/ISI proposal for supplying reviews and articles was declined at present. The Publications Committee should act at once on copyright of Proceedings or use of the material. A specific policy statement is needed. At present ERIC lists Proceedings but does not copy articles.

The Association Assembly agenda was discussed. The Vice President will preside. Emphasis should be on better communications. It was agreed that state or provincial associations as well as material could be represented, but they must be members of IASL and must have an official delegate. The newsletter will be done again this year. The Association Assembly could help the IASL Newsletter editor with ideas for themes and reporters.

The agenda for the annual business meeting was approved. It was agreed that more members should be actively involved in IASL activities. A form was drawn up (attached) to be given to all participants of the conference and collected at the annual meeting to determine interests as well as interested people. The President, Vice-President and Executive Secretary would organize this information before leaving Red Deer and establish committees, guidelines, etc.

Meeting adjourned to August 5.

The Board Reconvened on August 5 at 3:45 p.m. following the close of the conference. Various items of interest were noted:

- 1) The Treasurer noted that approximately \$1200 had been collected - dues, sale of pens etc. She also strongly recommended that only local currency or U.S. dollars be accepted at conferences for dues, - no foreign currency cheques.
- 2) The Board adopted the policy that IASL cannot give away publications in quantity to another country's libraries.
- 3) It was agreed that a two hour block must be set aside at conference for the annual business meeting to allow time for discussion as well as reports. It is best to have it in the a.m.
- 4) It was agreed that the Association Assembly could be held in two parts - one for discussion and one for presentation. The highlights should be for that year only - not a historical review. It was again emphasized that associations represented must be members of IASL. Reports of the assembly will be sent to the association's official address, not to the delegate. The Vice-President will coordinate this activity.
- 5) Time for supervisors or committees or special interest groups to meet during the conference should be scheduled. Reports of their activities should be given to the Secretariat and the Newsletter editor. The equivalent of a day might be alloted for this.
- 6) Is there a need for a breakdown of members by positions, etc? Is this a project for the research committee? Nagakura reports that this is already available in the Japanese Directory. The information is on membership dues form if it could be certified - computer committee?

- 7) Independent (private), international and armed forces dependents schools should be contacted for memberships. Public relations committee to pick up.
- 8) Brochures in German should be available by 1983. Cooke will see about having these translated. Nagakura will do in Japanese. Spanish and French brochures are still available through Secretariat.
- 9) Secretariat will send to all directors membership cards, stationery (letterhead) and some envelopes, buttons (when available), membership forms and brochures in English. Directors will also receive five copies of the National Association Directory, People to Contact and monograph plus copies of publications sheets. They will please put on a marketing campaign.
- 10) The nominating committee should be alerted to look at other regions for representatives on the Board (Caribbean, Pacific Islands, Middle East, East Africa, etc.).
- 11) Again the need for computerizing the membership list was emphasized. New committee will explore.
- 12) Plans for the 1983 conference are in excellent shape. Brochures were available at the conference as well as a special film on Bad Segeburg. The Board meeting will probably be held in Norderstedt. It was agreed that a two day Board meeting prior to conference was almost desirable and the 1983 local arrangements committee has been instructed to plan for this. It is also necessary that a time for a Board meeting to wrap up at the end of conference is necessary.

1984 will be in Hawaii. HSLA President Edith Hurd attended the planning session and will move on program.

At present we have no site for 1985 or 1986. Suggestions/invitations are in order.

Vice-President Cooke was authorized to decline with thanks the South Africa 1985 invitation in view of the political situation there.

Meeting adjourned..

INTERNATIONAL ASSOCIATION OF SCHOOL LIBRARIANSHIP

Executive Secretary's Report to Board 1982

"We are not at our best perched at the summit. We are at our best when climbing and on our way up the slope".

Author unknown.

This past year has been an interesting and busy one. Obviously the most exciting event was the magnificent cheque from the Aberystwyth Conference '81. It was a great surprise and will enable us to do some special things if we budget our resources carefully. In addition, we received an unexpected gift of \$750 from the Council on Library Resources plus several other generous 10th anniversary gifts. The Treasurer's report will give a clear report of our overall status.

Publications

This has been a productive year. The first of the Monographs was published, new editions of the "Directory of National School Library Associations" (Hallein) and "Persons to Contact" (Ford & Beeler) were completed and printed. The revised Walter Scherf manuscript was received and is now being prepared for publishing.

It is still too early to see how our two revised editions sell, but they have been most popular in the past. However, the monograph has thus far not sold well anywhere and this is a matter of real concern for it cost the total amount of the Wiese memorial fund to print it and we had hoped sales would develop into a revolving fund for future publications. This is a matter the Board needs to consider.

The Assessment project with the Illinois Media Education Association is being revised. The bibliography of manuals and guidelines which Judith Higgins is editing is progressing though slowly.

Although Joe is doing a yeoman's job here, I'm sure his committee would appreciate guidance.

Membership

We continue to maintain a fairly stable membership but it changes drastically from year to year as people come and go to conferences. I would hope we could devise some way to maintain our old members as well as bring in new. Our basic budget is dependent on dues from individual members, for the small number of associations and the amount they pay is quite insufficient for our needs. The interest lies with the individual librarians rather than associations in most instances. Still, each time I go to a conference somewhere or meet with a group of school media people, I take brochures and there is some interest. (I have just spoken to the AASL membership in Philadelphia and will present a program at the AASL Houston regional conference).

Previous boards have discussed the role of the directors in this area and perhaps the time has come to review this again, as well as the number or representation of directors.

It is possible that we need to consider a special project which will stimulate and promote visibility.

Conferences

Plans are well under way for the 1983 meeting in Bad Segeborg, West Germany. Anke Matthies has an excellent committee at work and will share ideas here.

1984 will be in Hawaii and the President of HASL will be at Red Deer. We will (by your vote) have a meeting of past, present and future chairs during conference.

1985 remains an unknown at this point. No invitation has been forthcoming other than from South Africa and that of course is an anomaly. (IFLA will be in N.Y.C.).

Correspondence

Per usual this divides into three categories: requests for information about IASL, requests for information about jobs and vacancies, and requests for assistance in obtaining books for libraries in developing countries. In addition there is the regular correspondence (and phone calls) with officers and directors about IASL business. Sandy Burgess continues to be of inestimable help in keeping the

secretariat going through typing, files etc. We have not raised her salary in the entire time she has been helping us and would like to have the board consider this during this meeting.

Miscellaneous

Committees continue to function as you will see from reports.

The UNESCO book brochure has been revised and Lucille Thomas will discuss this.

The Secretariat receives regularly Book Promotion News, Unesco Adult Education, and M'Bow's speeches regularly. These are kept on file and some of the material is used in the Newsletter where appropriate.

A file of association constitutions is being built up.

The President has instigated correspondence with Mr. Tocatlian in Unesco about changing our category from C to a B classification.

The tragic illness of Linda Beeler will necessitate our looking for a new IFLA, School Library Division, liaison.

Lesley Johnson Farmer is representing us at IRA meeting in Dublin and giving a small program in their concurrent presentations. However, we have not found anyone to represent us at WCOTP in Montreux. This too is a problem we need to work on. It would be good if we could find a strong person in Europe who could serve as liaison with both WCOTP and Unesco. There are often important conferences at which we should be represented in Paris or Morges, but we do not have money to send anyone a great distance. The person therefore must be willing to pay some of the expense and have the time for this. It would also be good to expand our relationship with IBBY and International Reading Association.

IASL ANNUAL GENERAL MEETING

August 5, 1982

Presiding: Amy Robertson (President IASL)

Agenda

1. Call to order
2. Minutes for 1981 annual meeting - Executive Secretary
3. Report of President 1981-82 - Amy Robertson
4. Treasurer's Report - Anne Shafer
5. Budget Presentation - Anne Shafer
6. Election of Officers and Directors - Dorothy Diewald
7. Report of Assembly of Associations - Michael Cooke
8. Committee Reports
9. Old Business
10. New Business
 - 1983 meeting announcement - Anke Mathies
 - Other business
 - Resolutions from conference - Michael Cooke
 - Resolution of thanks - Lucille Thomas
11. Announcements
12. Adjournment

INTERNATIONAL ASSOCIATION OF SCHOOL LIBRARIANSHIP

**Minutes of the IASL Annual Business Meeting
August 5, 1982**

The annual general meeting of the International Association of School Librarianship was held during the 11th conference at Red Deer, Alberta, Canada on August 5, 1982. President Amy Robertson (Jamaica) presided.

The minutes for the 1981 annual business meeting had been distributed previously. Highlights were indicated by the Executive Secretary, Jean Lowrie. R. Clarke supported acceptance, seconded by J. Hardy.

The President's report was then presented. Special attention was made of three founders of IASL who were deceased Margaret Scott, Bernice Wiese and John Thompson. John Thompson, Secretary General of WCOTP who died in 1981 - had inaugurated the association in 1971. (The full report is appended).

Anne Shafer, Treasurer, then presented the financial accounting for the year. L. Thomas moved acceptance; seconded by M. Cooke. The Budget for 1982-83 was presented. Special thanks was given to Sandy Burgess who has acted as secretary for the Secretariate for the past eight years in recognition of which the Board had voted an increase in pay.

The report of the nominating committee was given by Dorothy Diewald (Germany) in the absence of Bengt Jespersen (Norway) Chairman. Jean Tyson (Jamaica) was the third member of the committee.

Vice President - Michael Cooke (Wales)
Directors - Valerie Packer (Australia)
- Axel Wisbom (Denmark)

J. Wright moved the acceptance of the report, seconded by J. Rosevear. The vote was unanimous. All three persons are serving a second three year term.

Vice President Cooke reported on the Association Assembly held earlier in the week. Sixteen associations were represented, both national and state/provincial. The members

had voted to continue having an Assembly newsletter and had discussed ways in which they could help IASL and IASL could help them. It was suggested that two meetings would be helpful in the future - one to elect a chair and hear activity reports; the second to discuss program. The Secretariat is building up a collection of association's constitutions and by-laws which will be available to interested persons or groups.

Committee reports followed. L. Thomas who coordinates the Unesco coupon gift program for books for school libraries in developing countries, #554, stated that we had received many requests but few contributions. She accepted contributions at the close of the meeting and distributed the new promotion sheet.

P. Beilke, Research and Statistics, reported on the results of an informal survey made at the research panel program earlier. Nineteen groups reported positively on the idea of short annotated bibliographies on various topics researched by members to appear in the Newsletter. Among the most popular were training (for all groups and types), automation and computer assisted instruction, professional organizations.

Under old business attention was called to the monograph published last year, "Library Service to Isolated Schools and Communities", and to the projected one for 1983, a study by Walter Scherf, Internationale Jugendbibliothek, Munich, on Folklore.

The nominating committee for 1982-83 was announced: Dorothy Diwald (Germany), chairperson, Beryl Colwell (U.K.) and Oddvar Walmsness (Norway). Next year a new President will be elected and two Directors (Canada and Latin America).

Anke Mathies, Chair of local arrangements for the 1983 conference announced the dates, August 10-15, and the theme "School Libraries: Center for Communication". She invited participants to consider her call for papers and presented brochures on the conference.

It was announced that the Board was making a recommendation of a change in the By-Laws regarding the number of Directors. This will be published in the April Newsletter 1983 so that associations and members may consider it before the next annual meeting.

There were no resolutions from small groups this year. Several suggestions came from members: The possibility of a breakdown of membership by type of library position; the need for a longer time for annual meeting.

The following resolution of thanks was presented by L. Thomas.

Whereas, the National Programme Committee for the Eleventh Annual Conference of the International Association of School Librarianship set programme priorities, explored sources of initial support, designed and implemented a comprehensive programme of broad interest and wide appeal;

Whereas, the Edmonton Committee, chaired by Blanche Friderichsen, served as host for the IASL Board of Directors and made all arrangements for publications, publicity, programme scheduling, registration and displays;

Whereas, the Red Deer Committee, chaired by Eugene Kulmatycki, made all local arrangements to accommodate the needs and interest of conferees representing many cultures;

Whereas, the Calgary Committee, chaired by Gwen North, arranged the sightseeing tours and plotted the course for the Study Tour;

Whereas, the Red Deer College Staff, particularly Beverly Greene, College Coordinator for conferences, provided comfortable accommodations and delicious food;

Whereas, John and Shirley Wright, overall conference chairperson and gracious host and hostess for the IASL Board of Directors, nurtured plans for the conference over a two year period;

Therefore Be It Resolved that the Participants of the Eleventh Annual Conference of IASL express their thanks to the CANADIANS for their genuine expressions of hospitality, their friendliness and warmth and for meeting the unique challenge: "SHARING" - through their companionship, intellectual stimulation, and material substance.

A rising vote of support was given.

There were 177 registered participants from 18 countries.

Meeting adjourned.

INTERNATIONAL ASSOCIATION OF SCHOOL LIBRARIANSHIP

President's Report, 1982

Amy Robertson

A small international organization like ours, founded in hard times and without financial backing, depends for survival largely on three elements:

- (a) the commitment and dedication of its officers and members
- (b) the sympathy and loyalty of its friends and affiliates
- (c) the undisputed rightness of its cause

IASL can lay claim to all three.

I think it appropriate therefore, to pause and pay homage to the memory of three dedicated persons whose service and support were invaluable in the development of our organization. I refer to Margaret Scott, a former Director for Canada; Bernice Weise, our first Newsletter Editor; and John Thompson, former Secretary General of WCOTP, who died in a tragic motor car accident last year.

Good signs of our growing prestige and recognition, are evident from the eagerness of library interests world wide, to host our conferences which by all reports are not only professional but social successes. In addition, the financial success of the 1981 Conference at Aberystwyth, due in large part to the efforts of Conference Chairman and Vice-President, Michael Cooke, augurs well for the future. The Canadian Committee responsible for IASL 1982 has been meeting for over a year under the chairmanship of John Wright. Four co-hosts and thirty-six Canadian sponsors have put the Red Deer programme together. Some forty presenters have been identified. Indeed, the conference theme 'sharing' could not be better exemplified in this year's organization.

We go to West Germany in 1983, at the kind invitation of the Library System of Bad Segeberg, and in 1984, to Hawaii by invitation of Hawaii Association of School Librarians. We

need to find locations for 1985 and 1986 and are open to invitations.

Although IASL draws its strength mainly from personal memberships, a strong bid has been made to involve constituent Associations. Forty-nine associations from thirty-six countries were invited to this conference. Letters and enrolment forms were sent to librarians in twenty countries of the Caribbean including Dutch, French and Spanish speaking, inviting membership in IASL. They were reminded of the need for small developing countries to avoid parochialism and involve themselves in international bodies which have access to world forums. Some response has been forthcoming.

Our committees are active, but much of their work will be ineffective without your support. I refer to the Monograph Services and other publications now available for sale, and financial support of the UNESCO Book Programme. A second monograph, Walter Sherf's paper "Three Folk Tales in Children's Literature" is in progress of publication. Some of you will have known of the grave illness of Linda Beeler, Chairman IFLA liaison to whom wishes for a speedy recovery have been sent. We are fortunate to have Lucille Thomas, a dedicated member of IASL acting pro tem.

We are in close contact with our affiliates, our concerns for school library media development are one with IFLA. Our ties with WCOTP will be better forged as we endeavor to support the teaching profession in our various countries, as they strive to achieve their educational goals. Indeed, Secretary General, Norman Goble is deeply regretful that he is unable to address this year's conference personally. We are pleased to welcome his personal representative, Mr. Rhead.

Our main problem still lies in the weakness of our financial situation. Membership fees cannot remain our only form of revenue. To this end, a request has been made to UNESCO for Category B rating. Such status would allow direct access to UNESCO funds. A better financial base would allow us to improve the Newsletter which remains our main communication channel, and to cater for the needs of our non-English speaking clientele.

The tenth anniversary challenge to members to bring in twenty new ones, has not yet been met. Without a paid secretariat, the membership must take on more responsibility for the Association's well being. Some of our objectives, especially those concerning the development and exchange of school library material are not being met quickly enough. We need funds for representation at relevant congresses such as the recent UNESCO Congress on Books.

We need also to ally ourselves more closely with WCOTP/UNESCO programmes and proposals into which we can make valuable inputs, such as that reported in Echo, June 1982. Here, the Director General of UNESCO, Mr. M'Bow proposes the establishment of a joint UNESCO/WCOTP working group to examine the reasons why the goal of education for all, a fundamental objective of UNESCO, is not being achieved and to study means of achieving such goals.

We have not been attending the bicentennial meetings of WCOTP, but plan to make every effort to attend the next meeting. Serious efforts will also be made to send representatives to UNESCO meetings. Good visibility will be to our advantage.

What of the future? The board met for two days, prior to this conference and tried to sharpen the Association's objectives. The appeal by circular to members at this conference is an attempt to get expertise to assist us in the work. We must consolidate in this decade.

The nominating committee for the ensuing year has been named. This will give the membership a better opportunity to select officers. Following are the members:

Mrs D. Diwald (Germany) Chair
Mr. O. Walmness (Norway)
Mrs. B. Colwell (U.K.)

Two of our earliest dreams have been realized. The first is the establishment of the Nordic Association, as a first step in regionalization and the second, the Annual Assembly of Associations. Members should continue to examine past themes and resolutions and use them as guides to development in their own areas.

As for this conference, no one can fail to be inspired by the vigour and enthusiasm of the Canadian people. Their sense of style, their fine hospitality, the tremendous accomplishment in school library development have been shared most generously with us throughout the week.

May I leave one thought with you. Canada is a bilingual country, we are going next year to a non-English speaking country. Let us as Librarians, recognize the tremendous opportunity we have to share with colleagues when we know something of their language. Let us, therefore, sharpen and refine our knowledge in this area, so that sharing can become more real.

INTERNATIONAL ASSOCIATION OF SCHOOL LIBRARIANSHIP

Financial Report - IASL

June 30, 1981 - July 1, 1982

<u>Income</u>	<u>Budgeted</u>	<u>Actual</u>
Memberships		
a. Associations	300	355.00
b. Individuals	4,500	3,013.20
Sale of Publications	685	805.75
Contributions & Royalties	300	1,364.11
Conference Income	---	11,732.74
	<u>\$5,785</u>	<u>17,270.80</u>
<u>Expenditures</u>		
Secretarial	800	978.25
IFLA dues	300	255.20
WCOTP dues	70	-----
President's Expense	150	-----
Printing (includes duplicating & photocopying)	1,000	694.99
Filing tax exempt status	5	5.00
Newsletter		
a. Clerical (typing & paper)	150	-----
b. Postage	1,400	1,702.40
c. Editor's Expense	100	-----
Proceedings		
a. Printing	150	818.00
b. Postage	450	214.54
Collection charges for cheques	10	18.80
Telephone & Miscellaneous Office Expense	700	455.56
a. Telephone -	78.22	
b. General postage -	296.51	
c. Miscellaneous -	80.83	
	<u>455.56</u>	
Executive Secretary's Expense	200	194.97
Conference Contingency	300	-----
	<u>\$5,785</u>	<u>\$5,337.71</u>

Additional Expenses from Other Accts.

Research Publications (Weise Memorial Monograph)	\$1,130.50
Research Publications (Weise Memorial Monograph)	478.45
Michael Cooke (Additional Wales Conf. Expense)	<u>275.60</u>
Total Expense	\$7,222.26

Chequing Account Balance

June 30, 1981	\$ 415.37
Total deposits 7/1/81 to 6/30/82	<u>+8,082.01</u>
	8,497.38
Total cheques written (expenses)	<u>7,222.26</u>
June 30, 1981	\$1,275.12

Savings Account Balance

June 30, 1981	\$3,591.77
Total deposits 7/1/81 to 6/30/82	<u>+1,324.21</u>
(150.00 Anniversary gifts	
113.87 Monograph Sales Wales	
1060.34 Wales Conf. Partial Receipts)	
CD Interest	+469.87
Savings Acct. Interest	<u>+200.45</u>
Sub Total	5,586.30
Less Withdrawals	<u>-1,617.45</u>
-(1,608.95 Weise Memorial Monograph	
8.50 DeOcampo Book)	
June 30, 1982	\$3,968.85

Current Resources

Certificate of Deposit:	\$10,000.00
from Wales Conference	
Current Savings Balance	3,968.85
Current Chequing Balance	<u>1,275.12</u>
	\$15,243.97

Proposed Budget 1982-83

<u>Income</u>	<u>Budgeted 1981-82</u>	<u>Actual</u>	<u>Proposed</u>
Memberships			
a. association	\$ 300	\$ 355.00	\$ 400
b. individual	4,500	3,013.20	4,500
Sale of Publications	685	805.75	900
Contributions & Royalties	300	1,364.11	300
Conference Income	---	11,732.74	---
			<u>6,100</u>
<u>Expenditures</u>			
Secretarial	\$900	\$978.25	\$1,300
IFLA dues	300	255.20	300
WCOTP dues	70	-----	70
President's Expenses	150	-----	150
Printing (includes dupli- cating and photo- copying)	1,000	694.99	800
Filing tax exempt status	5	5.00	5
Newsletter			
a. clerical (typing & paper)	150	-----	150
b. postage	1,400	1,702.40	1,700
c. editor's expense	100	-----	100
Proceedings			
a. printing	150	818.00	150
b. postage	450	214.54	450
Collection charges on foreign cheques and bank charges	10	18.80	25
Office Expense			
a. telephone			
b. general postage			
c. miscellaneous			
Executive Secretary	200	194.97	200
Conference contingency	300	-----	<u>200</u>
			<u>\$6,100</u>

RESEARCH AND STATISTICS COMMITTEE

Report: July 30, 1982

At the Annual Conference 1981, committee members reviewed committee objectives and planned a program meeting to be chaired by Dr. Esther Dyer. Plans for the meeting may need to be altered since some program participants have been unable to attend the 1982 Annual Conference and Dr. Dyer has a commitment elsewhere.

Unipub has obtained permission from UNESCO to reprint Guidelines for the Planning and Organization of School Library Media Centres, PGI-79/WS/17 Paris, 21 December 1979. The list price is \$9.50 plus \$1.00 for postage and handling. Orders should be directed to Unipub at Box 433, Murray Hill Station, New York, New York 10016. The Sales Manager, Florence Padgett, would appreciate suggestions as to organizations or individuals who would want to know about the book. Suggestions from the members of the IASL Board will be forwarded to Ms. Padgett.

Members of the Research and Statistics Committee will be consulted about the possibility of encouraging interested IASL members to prepare selected annotated bibliographies related to the "research and development of school library services" in various countries. These brief bibliographies could be sold by IASL to interested persons. It may be useful to have each individual who prepares a bibliography to include his name and mailing address. In addition, the IASL Board may wish a disclaimer of sponsorship or endorsement of the studies listed to be added at the end of each list. These lists, if made available, would provide useful sources of information to researchers and practitioners in the profession and provide an additional way of involving membership in IASL activities. It may be useful to encourage the development of several lists from each country. The advisability of topical lists as well as those related to general reviews of research related to school library media centres needs to be considered.

MEMBERSHIP DEVELOPMENT: A DISCUSSION DOCUMENT

I. Responsibility of Directors: to be aware of membership and to liaise actively with National School Library Associations within the region and to seek to foster close cooperation between them and IASL. There is a need to develop a framework in which the national school library associations within the region can cooperate and work together to foster the aims of IASL. The Director should be active in promoting this cooperation and planning towards first, regional activities (conferences, courses, workshops) and later a more formal Regional group within IASL modelled on the experience of the Nordic Association. It may be more practical for the former regional group to include another region (or elements of it) e.g. Australia, New Zealand and South Pacific.

For Directors to be aware of membership it is essential that the decision of the executive at the 1980 conference in Venezuela be implemented, namely that Directors be supplied with up to date membership lists, stationery and other items, and they should receive an up-date of membership in their area every 3 months.

It is important that we elect as Directors individuals who are respected members of their local school library scene and who are acceptable to other national school library associations within the region.

II. Defining Regions: At the 1980 conference, the Executive discussed the need for regional organization and defined the following regions: North America, Latin America, the Caribbean, Europe, Africa, Australia and New Zealand, The Pacific Islands, The Far East.

Each of these regions requires a director to represent them on the Executive Board and currently there are gaps. Before we can fill these gaps, the relevant By-Law will need to be changed as it currently allows only 6 Directors. I would suggest that the future By Law should be worded in such a way that it does not specify the upper limit on actual numbers, just a minimum, so that any future increase in the number of directors can be accomplished without the need for a change in the By-Law.

Currently:

North America is represented by John Wright

Rosario Horowitz

Latin America - no representative unless Rosario is also considered to represent them.

The Caribbean - no representative other than President.

Europe - Axel Wisbom.

Africa - David Elaturoti.

Australia and New Zealand - Ann Parker but term ends in 1982.

Pacific Islands - no representative.

Far East - Mieko Nagakura.

III. By-Law, Article IV.

Section 1. The business and affairs of the Association shall be managed by an Executive Committee of not less than 6 Directors.

Section 2. The Directors shall be Active Members of the Association. Each region designated by decision of the Executive, shall be represented by one director.

If this amendment to the By-Law is passed, we shall need to find Directors to represent:

1. Latin America (or confirmation of Rosario as representing this region although her address is U.S.A.)
2. The Caribbean.
3. Pacific Islands.
4. Australia and New Zealand to replace Val Packer.

I recognize that expanding the number of Directors will increase the work of the nominating committee and, while in no way wishing to influence their mode of operation, I would suggest that where National School Library Associations exist in these regions, they should be approached for suggestions.

IV. Two areas mentioned as particular problems at the 1980 conference still need our attention as they are not covered by the framework noted above. These areas are (a) The Eastern Block countries and (b) The Middle East.

In my capacity as Chairman of the 1981 conference committee, I did try to contact several countries in the Eastern Block but with no response. We do need to explore what other channels are open to us so that we can try to build bridges of communication. I wonder if it would help if we first concentrated our efforts on getting as many Eastern Block countries as possible represented at the 1983 conference - perhaps official approach by the President through government agencies or diplomatic channels. We then might seek to hold a later conference in one of the Eastern Block countries.

As far as the Middle East is concerned there seems to be growing interest in development of school libraries there and again encouragement should be given for representation at the 1983 conference. Could we ask the West German committee to take this aboard?

V. Future Developments. We now have successfully launched, our first Regional Chapter with the formation of the Nordic Association of School Librarians (Denmark, Sweden, Norway, Finland, Iceland, Faroe Islands).

We are actively working towards the formation of a European Association as an expansion of the Nordic Group.

We should not turn our attention to the formation of other Regional Chapters, gradually. I would like to see a Regional Chapter develop in the area of Australia, New Zealand and the South Pacific.

Other Regional Chapters could be considered and we would welcome suggestions.

It is important that we do not rush into developing new Regional Chapters until we have consolidated the present developments. We must see an active programme developing within the Regions in which the member association can identify benefits from membership in the Regional Chapter otherwise they may peter out again.

There is no doubt that our Nordic colleagues have a heavy responsibility to demonstrate what are the possible benefits from the Regional framework and I hope we as the International Executive will give them what help and encouragement we can.

IASL NEWSLETTER

Report of Editor: July 1, 1981 to July 1, 1982**I. Reporters**

Due to the questionnaire distributed in 1981, more than thirty reporters represent IASL membership. In addition, several people have sent unsolicited materials of high quality. These items, of course, have been included in the IASL Newsletter issues along with follow-up letters requesting their continued contributions.

One effort to help guide reporters was the inclusion of the thematic agenda for upcoming Newsletter issues. One reporter responded to this approach. Contributions have increased in 1982, however. Reports generally review the activities and expansion of local community settings.

Follow-up letters are being sent to those reporters whose term is up as of this year. Regular, dependable and continued reporting is the most beneficial situation.

II. Guest Editor

The April, 1982, edition of the IASL Newsletter was compiled by Angela Thacker. She is Coordinator of the Ministry of Education's Provincial Curriculum Resource Center in British Columbia and editor of School Libraries in Canada. This issue previewed the library scene of the host country for the annual conference. Ms. Thacker took an original approach in that she highlighted several Canadian articles that addressed the issue of Canadian librarianship.

News Coverage

As of June, 1982, there have been forty-two issues of the Newsletter; a special issue for the 1982 conference was also produced.

Each issue highlighted some special topic; they included: 1981 IASL Conference, International Year of Disabled Persons, bilingualism (with extractions from two conference sessions), Canada, and media center development.

The Newsletter aimed to present one long article about various country's efforts in promoting or practicing school librarianship as well as presenting current national events in short form. Countries represented included:

Australia
Bermuda
Cameroon
Canada
Costa Rica
Ethiopia
Great Britain
Japan

Jordan
Nigeria
Phillippines
South Africa
Sri Lanka
United States
West Germany

Articles were in the form of reports and gleanings from national and international publications. With more contributions coming in, the concentration of news can be from these primary sources.

A new column, "Association's Latest", was established. This column recognized the contributions of other international organizations that influence IASL and its membership. Those groups included in the year's Newsletter included: ACT (Action for Children's Television), IBBY, IRA, IFLA, Unesco, and WCOTP. Of particular interest was an IASL representative's report on IFLA (Linda Beeler). Such original reports make up the best of both worlds: links with other organizations as well as personal reporting.

Another new column was "Newsworthy": excerpts from other publications. This format allows readers to note relevant materials found in other sources while concentrating efforts on contributions from the IASL membership.

The other sections of the Newsletter that were ongoing included: "Have You Tried", "Follow-up" (to provide continuity of information), "Calendar/Study", and the "Executive Secretary's Column". The Publications column corresponded to the themes.

In addition, each issue of the IASL Newsletter has been abstracted and translated into French and Spanish. The effort is time-consuming but hopefully a service to more school librarians.

IV. Plans

1. Due to the success of past guest editors, the Newsletter will continue to have a conference editor to preview the host country's activities. It is also intended to include one article each issue on events of that host country so that IASL members will have a better idea about librarianship there, and will be further motivated to attend the 1983 IASL Conference.

2. As contributions are received, different groupings of concerns are noticed. For example, library administration issues have arisen in the latest reports consistently. Therefore, thematic reports will be continued, based on contributors' interests.

3. It is hoped that more countries will report their activities and trends/concerns. It would be especially beneficial to hear from Iron Curtain countries.

4. In addition to the regular columns, which will be continued, a column by the IASL President would be most useful. Such inside information would tie IASL members even closer together.

5. Hopefully, the translation abstracts will continue. Finding translators is a challenge, though, especially since time is a significant factor.

6. Graphics are being introduced into the issue in order to improve its appearance and make it look more professional. This trend will continue.

V. Needs

The needs for the Newsletter remain the same as in previous years:

1. Help with translating journals, pamphlets, brochures;
2. funds to publish and distribute one or more additional issues per year;
3. preparation of an index;
4. assistance in keeping up with the evern increasing amoung of coorespondance;
5. means to plan for a printed rather than a typed publication.

These improvements would result in a more professional looking publication, which would attract greater membership number.

VI. ~~Comments~~

The acting editor wishes to thank Dr. Donald Fork, Mrs. Nadine Fork, Dr. Jean Lowrie, Ms. Sandy Burgess, and the fine reporters who have helped produce the Newsletter and have supported the efforts of the year. Their contributions are much appreciated.

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